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Collections and Essays Barred.

## Why Teachers are Transients

Marjorie Van de Water, Washington, D. C.

Rapid replacement of teachers may be deplorable, but it is not surprising. Most professions require the investment of many years of careful preparation. A physician who gave up practice after a few months would feel that he had sacrificed much time and money. Teaching, on the contrary, may be entered hastily and abandoned with no sense of loss. If physicians were allowed to practice after six weeks of medical training, even though they had not graduated from high school, and if their incomes ranged from \$200 to \$2,000 a year, the medical profession, thus cheapened, probably would become very unstable. Yet even worse conditions than these exist in the profession caring for the educational well-being of the nation.

Turnover in the teaching profession is of two types: First, the annual movement of teachers from school to school, and, second, the entry and withdrawal of teachers into and from the profession. The first of these types of turnover cannot be unreservedly condemned. On the contrary, it tends to bring new ideas and new viewpoints into the community. The transiency of teachers, on the other hand, the flow of scarcely matured youth into and out of the profession, is detrimental beyond measure.

The Idaho state report indicates that hardly more than 50 per cent of the teachers in that state remain in the same county two years in succession. When carried on to this extent, even this sort of turnover must be highly detrimental to the constructive development of the educational system.

An indication of the transiency of the profession is given by the fact that the average life use of a teacher's certificate in Idaho is less than six years. Young people entering the profession merely hesitate in it for a brief interval. They do not regard it as a life work.

### Salary Causes of Turnover

Of course, no single condition can be responsible for all various types of teacher turnover. Some of this turnover arises from the dissatisfaction of school boards and parents with the work of the teacher, or with her conduct or disposition. Some of it arises from the teacher's want of satisfaction with the work, the salary, or the community.

Low salary is frequently cited as the primary cause of teacher turnover. Indeed, \$1,227 is the average for public school teachers in the nation. The maximum average for any state is \$1,910 paid by New York. The lowest state average is \$448 and is found in Georgia. If low salary were the chief cause of instability, turnover should be highest in states paying the lowest salaries. But such is not the fact. Tennessee, whose teachers average only \$540 a year, has but twelve per cent replacement per year, whereas Idaho, paying \$1,171, more than double the average Tennessee salary, loses annually 44 per cent of her teachers. Salary is, of course, important in a state where other occupations and professions compete with teaching by the payment of better salaries for the same grade of applicant.

Living and working conditions are another cause of teacher turnover. More than half the teachers in the United States are in rural schools, isolated from former friends and interests, forced to live with uncongenial families, and compelled to work in buildings which are ill-equipped, poorly heated and lighted, and, with respect to aesthetic features, as barren as conceivable.

Teachers are hired by, and are responsible to, persons knowing little or nothing of teaching. Those with a germ of independence are likely to resent being told by every taxpayer how to

conduct themselves, and what they may or may not allude to in their teaching.

### Lack of Supervision

Teachers receive too little supervision and support from experienced educators. One state superintendent, reporting large turnover, tells us that if each of his supervisors were to visit once each year every rural school under his jurisdiction, each would have to travel a distance equal to the circumference of the earth. In many localities no attempt is made to supervise rural schools. A good supervisor can aid a teacher by helping her in regard to special problems. But lack of such assistance often leaves a young teacher with a feeling of inability to cope with her local problems, and results in failure, discouragement, and desertion of the particular school—perhaps also desertion of the profession.

Dissatisfaction inevitably attaches to occupations offering no opportunity for advancement. No provision is made for the regular promotion of teachers. High school teachers are paid slightly more than elementary school teachers, but the grade school teacher usually cannot aspire to a high school position. She has not had the required education—and never will have unless she gives up teaching. It is the prevailing policy of school boards to hire for the elementary schools, teachers holding the lowest grade of certificate, because these may be secured at a lower salary. In Tennessee, about 50 per cent of the teachers hold certificates of the lowest grade. In many states, these low grade certificates are not renewable. When, therefore, the year is over, the teacher must be replaced.

### Disadvantages of Country Teachers

In most occupations, positions requiring the most ability and experience give a greater wage and more prestige. In teaching, the grading is arbitrary and artificial. The teacher in the rural one-room school has come to be regarded as representing the lowest grade in the profession. She receives the lowest salary, and is accorded the least, if any, professional prestige. The function which she is supposed to perform requires, nevertheless, the highest ability and training. She must teach all subjects in all

grades. She must instruct children receiving the minimum of outside help. She must teach defectives as well as normal children of all ages. Usually, moreover, she must do all this in a shorter term than is customary in better schools.

The consolidated school conceivably may make possible a division of labor which will eliminate this condition, and which will lead to a rational order of promotion. The young teacher starting at a low salary might care for some of the easier tasks which go with teaching, or observing in the meantime the work of experienced teachers, and occasionally substituting for them. Gradually she might become an accomplished and well-paid teacher. Until some such system is adopted, teaching must be recognized as one of the "blind alley" occupations, and a high degree of transiency and turnover must be expected to continue.

A successful system of promotion, moreover, must put into use some new device for discovering and selecting recruits endowed with natural aptitude for teaching. At present anyone may become a teacher who feels inclined to "take it up." She need have but little knowledge, and no real ability to teach. Only four states require teachers to have professional training in addition to high school graduation; only fifteen states require high school graduation, and 29 states have no educational requirement whatever.

### High Ability Essential

Successful teaching requires exceptional ability. To hold the attention of pupils, a teacher must have an interesting and forceful personality; to stimulate her pupils to think and study and learn, she must have tact and patience and zeal; and to deal with individual problems, she must have self-reliance, ingenuity, and intelligence. But, so far as can be learned, not a single state, as yet, has adopted any aptitude tests for use in the selection of teachers.

If the foregoing analysis, then, is correct, the chief means of eliminating excessive teacher turnover must include the establishment of a higher and more appropriate requirement of professional training, the provision of a rational course of promotion, and the adoption of a salary structure which will encourage the younger teachers to seek advancement and permanence in their chosen profession.

## "What a Life!"

W. T. Van Voris

Mrs. Sargent and son have just left and I sit here in my office musing on my noble vocation. The Sargent boy has been a problem ever since I came here, and I have a sneaking feeling that he will remain one of my problems until one of us leave the school. The same goes for the Bolinger boy, the Gifford girl, and a host of others.

What a life! Daily I go through the same routine of visiting my teachers, guiding my youngsters, and seeing their parents. Though the individuals vary somewhat each day, the daily round varies but little; the same individuals return each in his or her periodic cycle. Miss Blossom will bring the Bacon boy in for tardiness on Tuesday and by Thursday the Thompson twins will have their weekly fight. So it goes; the never-ending cycle.

As for Mrs. Sargent and son, I was not satisfied with the interview. Neither were they. I reported the boy's case carefully; the boy admitted everything. I used all the devices I have learned from experience and classes in educational administration. Yet something was wrong. What could it have been?

When my cases come up I envy my friend Larken, the lawyer, who can read from his law

books so forcefully and convincingly opinions he only half understands. When I have to measure the ability of a pupil I envy the accuracy of my friend Evans the engineer, who can tell to the thousandth part the size of his reservoir and how much it contains. My laws are so loosely stated, my tests and measurements so crude, that in disgust I am almost persuaded to throw away all the educational tools I have acquired at such great cost—almost ready to scrap it all as useless.

What a life is this vocation of mine where brickbats are hurled with such abandonment, gusto and precision. My daily life is scrutinized by a thousand eyes, and in as many homes my little family and I appear at the dinner conversation.

Through all of this kind of a life a professional teacher is supposed to keep above all petty log rolling. We of the profession sneer at the man, who, with his back to the wall, is forced to stoop to politics to keep his job. We call him "unprofessional." Doubtless he is. But sometimes it is hard, cruelly hard, to coolly follow the high professional path. Let us have charity.

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# The Ambridge Contract Plan of Instruction

Samuel Fausold, Superintendent of Schools, Ambridge, Pa.

## A Brief History of Its Development

During the school term of 1923-24 a number of principals and teachers began experimenting with a unit method of instruction. Assignments covering a unit of work, usually requiring a week for completion, were carefully planned and written by the teachers. These written assignments were called "contracts" in accord with the terminology used by Miss Parkhurst in the Dalton laboratory plan.

In developing and writing her contract the teacher kept in close touch with her principal to whom the finished product was handed. The contract was then read by the principal and the superintendent, and any necessary alterations were made. The closest cooperation in the study, checking, and altering of contracts was practiced from the very inception of the plan. After a contract was officially approved, it was mimeographed in the superintendent's office.

By the end of the school year the plan had commended itself so completely to the teachers, principals, and superintendent that the latter recommended it to the board of education for city-wide adoption in all grades above the third, during the year 1924-25. The board unanimously approved the recommendation and voted to provide the supplies and the extra clerk necessary for mimeographing the contracts.

In accord with the action of the board, certain teachers were appointed to prepare contracts in the various school subjects in the various grades, from four to twelve inclusive, for the year 1924-25. These teachers accepted their appointments and began their work before the close of the 1923-24 term. This enabled them to turn in two or more contracts to the office of the superintendent to be mimeographed during the summer, to be ready for the opening weeks of the 1924-25 school year. The teachers who functioned as contract-makers during this first year were filled with the spirit of the pioneer and crusader. As pioneers they were working in a field where there were few guide posts to mark the way. As crusaders they had to overcome the tradition of the mass recitation system, so strongly entrenched in their own lives, as well as in the lives of pupils and patrons. A confident hope that city-wide adoption of the new method would prove superior to the old was a constant stimulus to the contract-maker as she struggled toward the mastery of her specific task and the firm establishment of the new idea in the school and community.

During the present year (1925-26) the main objective is the differentiation of material within the contract for high, average, and low groups. In order to utilize the benefit of experience and to incorporate differentiation of material, all contracts are being re-written this year.

## How the Plan Works

All contracts are mimeographed a week or more before the date of intended use. During the week preceding their use the contracts are delivered to the various buildings. On Monday each pupil is handed a contract in each subject covering a week's work. The contract itself is expected to carry sufficient directions to motivate the work and get it under way. A certain amount of oral direction, however, is necessary at times in introducing a contract. This is especially true in the lower grades. Teachers are cautioned, however, to keep such oral direction, comment, or help, at a minimum.

The pupil is thus introduced to the contract on Monday and begins to study it. He continues to study on Tuesday and Wednesday, recites on Thursday and is objectively tested on alternate Fridays. The alternate Fridays which

are not devoted to testing may be used for whatever purpose the teacher deems advisable. They are usually used for general conferences.

On regular study days (Mondays, Tuesdays, and Wednesdays) general conferences are held, when necessary, to help over common difficulties.

We should possibly emphasize the fact that objective testing is an integral part of this plan. Tests are given bi-weekly and cover two contracts.

In contrast to the Dalton laboratory or the Winnetka plans which provide for the progress of the pupil at his own rate of speed, the Ambridge plan, through the differentiated contract and homogeneous grouping, attempts to give each pupil sufficient work to keep him busy on his own level. However, a shift to the individual progress idea would now be easy, if deemed advisable, as the contracts for each subject in each grade are on file ready to hand out.

At the present time, however, we are inclined to adhere to our own method of grouping and differentiation material. The maintenance of the group provides for socialization. The differentiated contract aims to give each child just enough work to challenge him and keep him usefully busy.

## The Job of Contract-Writing

The writing of contracts assures the professional growth of teachers. It provides a definite plan for training in service. Teachers are now analyzing and pondering over teaching material as they never did before. Bacon has well said, "Writing maketh an exact man." It is also commonly observed that to write clearly one must think clearly. The teacher is thus undergoing a constant drill or training in careful, exact thinking, of which the pupil reaps the full benefit.

What to include in the contract and how to present it are two of the big questions for which the contract-writer must find answers. She is thus led to the latest and best studies in curriculum making and method. She knows that she cannot afford to be ignorant of the latest developments in these fields and thus she becomes a student of both.

The teacher's study of the problem of what to put in the contract invariably leads her to a recognition of the great wealth of material outside of the regular text. After all the average teacher has been too often the creature of the textbook. She forgets that the textbook was made for the teacher and not the teacher for the textbook. The suggestion or requirement of the administrator that each contract should contain liberal references to supplementary material

compels a broad survey of the field by the teacher and to that extent broadens her vision and aids the pupil.

That the most important things should be made to stand out in the field of knowledge as hills, mountain ranges, and peaks, is a truism frequently overlooked by the teacher. Too often all things seem to be of equal value and nothing emerges from the common level.

The selection of the objectives in the writing of a contract compels the lifting of the bigger ideas above the common level. These objectives, of which there are usually not less than three nor more than six in a contract, become the mountain ranges or peaks of the unit. About them clusters all the teaching material. Because of these objectives teachers and pupils are literally compelled to view the assignment in its larger aspects. The setting up of objectives thus leads to orderly thinking which takes the place of senseless memorizing of incoherent facts.

Contracts must not only be logically arranged but they must also be clear and simple. They must be written in the child's language and down to his level. "Talking over the pupil's head," has been commonly practiced by both experienced and inexperienced teachers. The teacher learns by experience with the contract to get down to the pupil's level. The constant individual consultation between teacher and pupil assures this. Such consultations can only be carried on in a language which is understood by both. The teacher thus learns by direct contact to make a contract what is meant to be—an instrument through which the mind of the teacher and pupil meets.

## The Improvement of Contracts

The fact that the contract is a picture, as it were, of the teacher's thinking tends to improve both the quality of her thinking and the general make-up of the contract. The teacher knows that this picture will be viewed by the pupil, the classroom visitor, the supervisor, and frequently by parents. Therefore she quite naturally aims to be a real artist and to paint a real picture. She wants the contract to represent the very best which she has to offer in both content and craftsmanship. Good contracts will assure higher classroom achievement for the pupil and professional recognition for herself.

The teacher knows that the contract brings her and her work definitely before the public eye. Instead of resenting it she accepts this publicity as a challenge to do her best. She is, therefore, alert to make her contracts steadily better.

The fact that the contract is a lesson plan for the pupil as contrasted to the old fashioned plan book which was too often merely a lesson plan for the teacher herself assures a constant tendency for improvement. The contract represents a service for another—a high ethical and business principle of the modern world. The plan book represents something for self and lacks the stimulus of the service idea. Teachers by nature and profession are interested in service. This may explain why they are willing to labor for hours in making contracts, while the plan books are disposed of in as many minutes.

Contract improvement is also assured through the close, constant, and constructive criticism of other members of the profession. The knowledge that other teachers will use the contract is in itself a stimulus to the contract-maker. She thus knows that her work will be subjected to close scrutiny by other professional experts. It must stand the acid test of use by others as well as by herself. That this constant constructive criticism has been useful is indicated





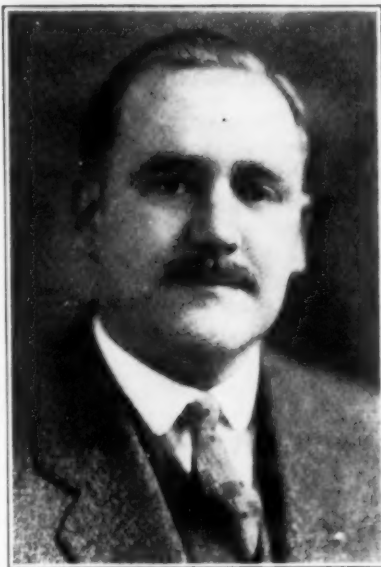
by an inspection of contracts for the past two years. Such an inspection indicates a steady improvement in content; differentiation of material for high, low, and average groups; and, in general craftsmanship.

Professional recognition of her work in contract making is no mean factor in stimulating constant improvement. In the past the good work of many teachers has been unrecognized by professional leadership. The teacher may have prepared her work well, may have met her class, and may have done a good job, but her influence was bounded by the four walls of the classroom. Even the supervisors may not have been aware of her clear thinking, thorough lesson planning and excellent results. Certainly in many cases those in authority were not aware of her excellent ideas and practices. After a while she became discouraged and was content with mediocre results. Under the present system she realizes that the contract becomes a vehicle of expression for every professional idea. Consequently she is alert to jot down teaching thoughts as they come to her in the administration of the contract. These ideas find expression in later contracts, are recognized by supervisors and used by other teachers. Thus the teacher makes herself felt in the profession. Her ideas are not lost and her personality not submerged. She has been given a chance to pass on a good thing for which she receives credit. She is buoyed up by the experience and the privilege while the whole school system is the beneficiary.

#### Classrooms as Laboratories

The school of yesterday was mainly a reciting place. Mr. John Citizen who attended that school and knows no other is somewhat confused with the laboratory idea. He went to the school of yesterday to recite what he learned at home or was expected to have picked up in some miraculous undirected fashion. The school of today is not mainly a reciting place but rather a working place where pupils may learn to do by directed doing, learn to study by directed study, etc. Following the laboratory periods, periods of study and activity, the pupil is ready to recite. He has acquired something to give. Even slow pupils are responding now. They have been led by the expert individual assistance of the teacher out of confusion into a clearer understanding of what is wanted and how to get it. It should be kept in mind that the teacher is released from mass instruction during the first three days of the week and can spend this time consulting with the pupil. While the other 39 pupils are working as directed by the contract, the teacher sits down at the pupil's side to observe him, to question him, and to be questioned in turn. The Great Teacher used this method. Recall the case of the interview between Him and Nicodemus, or between Him and the woman of Samaria. This opportunity which the method affords for individual contact assures a real meeting of minds. The teacher as well as the pupil profits by it. The individual work is done quietly at the pupil's desk. The teacher is not conspicuously up front but quietly moves from pupil to pupil. "Real art conceals itself." The teacher is no longer primarily a lecturer or hearer of recitations. She is primarily a director of study and as such observes the pupil at work, detects his wrong methods, inhibits such methods, and suggests proper ones.

Because of the definite study plan and the careful individual direction of the teacher, the element of bluff is fairly well eliminated from the teaching process. The whole school situation is so set up that the pupil must go to work and be a producer. In the high school in particular the bright pupil has too often done very little real work. He has been bright enough to pick up some things in class and in student parlance to "get by." The old saying, "When in Rome do as the Romans do," applies here.



JOHN O. MALLOTT,  
St. Louis, Mo.

John O. Mallott, of St. Louis, has just been appointed Specialist in Commercial Education of the United States Bureau of Education in the Department of the Interior. He will study the present status of commercial education in public and private institutions of all grades and will furnish them information and advice.

(Photo by Harris and Ewing.)

The other pupils are studying. There is nothing else to do. Therefore Johnny goes to work. Visitors frequently comment on this work-attitude of the pupils.

The very word, "laboratory," suggests a place of work. Use of contracts, use of supplementary material, and individual consultations, are all signs of the laboratory idea. "Every classroom, a laboratory," becomes a reality through the use of the contract plan.

#### The Pupil's Reaction to the Method

How do pupils like it? How is their behavior affected by it? How are they assimilating material through it? Are they developing power? Are they becoming real students? These are some of the questions frequently asked.

The pupil considers the contract a fair, just instrument. It sets forth clearly and exactly what is to be done and how to do it. The pupil knows that he will be tested only on what it contains. For these reasons he does not react against it, though he may flounder for a while in a sea of uncertainty. He has not been accustomed to doing things for himself and for a short time is at a loss as to a method of procedure. This is particularly true in the high school where pupils have grown up under the old method. Usually about two months suffices for a fair assimilation of the new idea. In the lower grades where the pupils are not so established in mass recitation habits the contract plan is accepted more readily, though due to shorter school experience more detailed general and individual help is needed.

The contract as a clear, complete, lesson assignment is in itself an inducement to go to work. The consensus of opinion of principals and teachers indicates that pupils are assimilating more material and doing it much better and more readily than before. In the development of power to go ahead there is a vivid contrast between the contract plan and the old method, the contract plan being much superior.

Discipline has ceased to be a serious problem. Because of the individual contacts teachers and pupils get acquainted with and understand each other better. The fact that busy pupils are seldom troublesome pupils also aids in eliminating opportunities for mischief. The pupil always has something to do under the contract plan, as the contracts are so made as to challenge even the brightest. Each contract includes problems especially meant for the brighter pupils. Pupils of average or low mentality may work on these problems if time permits.

High school pupils in particular appreciate the opportunity afforded by the contract of budgeting their time. They can see on Monday what is to be done for the week in each subject. A pupil who practices home study but desires one evening or more a week off can provide for it by doing more work on preceding evenings.

Review work is made easy for the pupil by use of the contract. All pupils are asked to keep all contracts for the current quarter on file. By referring to the objectives in the contracts for the quarter each pupil can test himself as a preliminary to the regular bi-weekly or quarterly tests. The teacher also can be guided by the objectives in reviewing with the pupils and in the construction of the tests.

The pupil who has really reflected on the matter and is capable of forming a judgment is quick to state that in his opinion the contract is a real asset to the learner.

#### Teacher Reaction to the Plan

Weak and lazy teachers are pitilessly exposed by the plan. They do not like it. All other teachers, almost without exception, do like it. The latter group have a feeling that by the use of the contract they can indicate to the pupil where he should go and how he should go to arrive.

Teachers and administrators both appreciate the fact that in the making of contracts initiative is left largely with the teacher. She determines in a large measure what shall go into a contract and how it shall be presented.

For purpose of supervised study the teacher considers the contract the best instrument ever devised for this purpose. A technique has been developed for administering the contract whereby the pupil's rate of progress and particular difficulties are both readily determined. The contract is the blue print from which the pupil builds and by which the teacher checks pupil progress. Experience with the contract brings to the teacher a realization of the fact that direction of study is more than a method, that it is a subject of instruction.

The six principals and those teachers who have seen the longest service in this district are unanimous in their commendation of the contract in its result-getting power.

#### Administrative and Supervisory Advantages

As an administrative and supervisory device the contract is without a rival. The supervisor knows exactly what the objectives are for the week in every grade and in every subject in the system. He can go into any classroom, pick up a contract, see what is expected, and see the amount of progress made by each pupil through the contract. The critic may consider this a deadening sameness. It does not work out that way. Contracts vary with the personalities of the teachers making them. For instance, the contract in fifth grade English will be quite different in its general make-up from the contract in sixth grade English for the week, because of the fact that different teachers are making the contracts.

As stated before, the bi-weekly objective testing is definitely based on the two preceding contracts. This makes uniformity in testing possible and lends special significance to the median for purposes of comparison of results from the different buildings of the district. These medians are turned into the superintendent's office, are tabulated and returned to each building. The building principal can thus compare her results in each subject with the results obtained elsewhere.

To provide for individual differences is a problem for all administrators. The differentiation of material in the contract for high, average, and low groups, based on the probable learning rates of these groups, aids materially in the solution of this problem. Indeed, the big

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# Publicity and Public Education<sup>1</sup>

William H. Allen, Director of the Institute for Public Service, New York City

On every side we can see publicity which is public education of the highest type. Any principal who wants to learn the art of publicity for attention-getting, sympathy-getting or action-getting can find numerous models. So easy is it now to secure high spots of efficient publicity for education that any school system which lacks it may fairly be charged with conduct unbecoming a profession. In fact, the technique of publicity has progressed so fast that in many places there is danger of over-advertising our product, of using super power broadcasting for warmed-over pigmy stories or hand-me-down descriptions.

Seven conservative propositions respecting current school publicity, excellent as much of it is, will point our way to a few less agreeable propositions that may not safely be ignored. These seven conservative propositions are seven reasons for more intensive cultivation of public understanding than is possible through occasional and emergency or "trick" and "stunt" publicity:

1. Taxpayers have money and willingness to buy far more expensive education of the right kind than schools have yet dreamed of supplying.
2. Public education is chronically asking generous support for too small a program.
3. Public education has tackled too little of provable service high spots and too much about its buildings and salaries.
4. Public education is chronically overlooking and resenting one asset of tremendous value, namely, criticism and critics, doubts and doubters.
5. Public education is too generally demanding airmail scales of support for stagecoach ideals and methods.
6. Schools give taxpayers altogether too little current information about education's progress and school needs.
7. Public education is teaching classes and teachers too few facts about its needs and conditions, like the depreciated dollar and the taxpayer's right to understand school problems.

Are these seven propositions sound? What place in the country is spending its own limit for education provided that education were the best we know? Can't you count on your fingers the educators who meet criticism of their work, whether inside or outside, as an educational opportunity? How many schools do you know whose pupils, teachers, and parents are learning the basic facts and principles about the school's educational program and obstructions to it? If those seven propositions are sound, they mean that we are close to the margin of diminishing returns from attention-getting publicity and can profitably apply intensive cultivation and methods of instructing the public which will put it in the position of aggressively initiating instead of merely sympathetically supporting what the school man proposes.

It would be easy at this point to use our time showing what's wrong with the newspapers, magazines, and organized taxpayers. But why thresh over this old straw? Instead, let us pass over the moat in the newspaper eye and deal with the beam in the educator eye.

If principals do the educating within their power, education's publicity problem will gradually disappear. Now and then, it is true, a local editor closes the door on school publicity. Here and there is a public which, because of some personal prejudice or defect in personal leadership, presents a closed mind to school proposals. Once in a great while there is a big

taxpayer who, against his own light, deliberately opposes educational expenditure. Nevertheless, it is a safe rule for educators to blame themselves if their publicity is not successful. At times there is a bit of self-deception in this attitude, yet it has the advantage of spurring education to improvements in publicity, whereas if we blame the public we lose the motive to better publicity.

One frequent mistake is to go to newspapers only for emergency help. It is better tactics to send help to newspapers. Being news is better than getting news space. It really isn't asking too much of professional people who make a life specialty of education that they understand the conditions under which their fellow teachers on newspapers and magazines actually work. It doesn't take very long to learn. Editors are constantly receiving great long letters and even harangues from educators. Often when the content is of general interest, the form requires so much re-writing that use is impracticable.

Another mistake is loading up educational publicity with bromides, politics, personalities, and bouquets to superior officers, that are impossible material for an editor.

## Chief Rival to Schools

Important as newspapers are to school publicity, their role after all is chiefly that of a looking glass. They can show poses, they can't produce correct posture. The elements of publicity by which public education is helped or hurt are vastly more numerous, more complicated and more consecutive than printed books, speeches, posters, and parades. The most important publicity of all is unconscious, off-guard publicity. Every principal's personality is publicity for or against education; so is the principal's method of developing young teachers and meeting parents. Education receives publicity every day from the teacher's classroom manner and out-of-class manners; the pupil's attitude toward schools; the supervisor's spirit and technique; the school board's conduct; the way textbooks are chosen; the course of study and its rigidity or elasticity, modernity, or obsolescence; the efficiency and ideals of graduates; the superintendent's report; teachers' associations and the subjects they discuss. To make sure that this off-guard publicity raises the level of public understanding, the beaver's example is better than the rooster's.

When the beaver wants a higher level of water at the northeast corner of his ranch—say Principal's Pay—he doesn't go to that northeast corner, crow, beat the tom-tom, hold mass meetings and show posters. Instead he goes off, months ahead of the crisis, way around the cor-

ner to a distant outlet, perhaps called Teachers' Pay, or Parent-Teacher Association—fells some trees at exactly the right angle and makes a dam. Mr. Beaver thus gets his higher level where he wants it, only because the surface of the whole pond is higher.

In educational publicity we must now begin to work for a higher level of the whole public's understanding and demanding rather than for momentary gains at particular points. Mussolini or Charlie Chaplin leadership may put bond issues over but it won't help public education grow naturally. After-war ballyhoo generosity to American colleges has done vastly less for education than frank admission of defects would have done. There is not a Chinaman's chance of getting the sustained financial and moral support for the education which society needs unless educational publicity aims at permanent understanding rather than temporary enthusiasm.

Before listing a few serious but easily correctable defects of much educational publicity, let us recall seven types of intensive publicity which have been successful.

## Seven Types of Publicity

1. The Portland, Ore., Chamber of Commerce took the initiative in demanding a salary increase of \$250 for each teacher. It had received a talking to. Looking the city's chief taxpayers square in the eye, L. R. Alderman said: "It is bad business to make or to let school teachers pan-handle about the town for salary increases; it is an insult to offer school teachers an increase of \$50."
2. In Sioux City there is probably no more criticism of public education than in your city. Instead of ostracizing the critics of public education, M. G. Clarke advertised the criticisms, dramatized them, and let the school work answer for itself. In a similar way Principal Pugliesi of a big East Side school in New York, before a thousand Italian mothers, had Italian children dramatize mothers who thought school unprofitable or certain health requirements absurd, and then had other children dramatize the proof that schools and health regulations do pay.
3. Out in Dayton, O., the most prominent inanimate thing in Principal Corcoran's room is the following sentiment, illuminated: "The man who is worthy of being a leader of men will never complain of the stupidity of his helpers, of the ingratitude of mankind, nor of the inappreciation of the public. These things are all a part of the great game of life and to meet them and not go down before them in discouragement and defeat is the final proof of power."
4. In Milwaukee the world's most expensive public school building was erected for a continuation school and at the demand of real estate and manufacturing whose fellows in many other cities bitterly oppose continuation schools. Principal Cooley went to leading real estate taxpayers with this very practical question: "Gentlemen, you make money by renting and selling. Who will be your best customers ten and twenty years from now—ambitious laboring classes who understand the possibilities of our industry and our government, or laborers who lack these appreciations?" He got the money and the building, but not until he got something worth vastly more, namely, the understanding of his taxpayers.
5. Recently New York City's new comptroller criticized continuation schools as worse than useless. The wonderful opportunity for educational publicity that was thus afforded was not seized by the elementary principals of New York, or by members of the board. Yet



<sup>1</sup>Extracts from address delivered before the Elementary School Principals, National Education Association, Washington, D. C., February 22, 1926.



who can doubt that a prompt, truthful answer to that criticism might have helped even teachers' salaries more than direct appeals for higher salaries? The comptroller's disparagement was reprinted in an editorial in a Mt. Vernon paper but there it was challenged. The Mt. Vernon editor received an immediate visit from Principal Milligan of the Mt. Vernon part-time school and was so convinced by her presentation of facts that he forthwith printed proof that his editorial criticism was unfair at least to Mt. Vernon part-time schools.

6. Ithaca's business men met to consider the purchasing value of the teacher's dollar. They listened to no sobstuff. They saw no patched clothing of underpaid school teachers. They spent their time deciding on what a dollar today is worth compared with the dollar of 1913. They agreed on certain principles that should affect any employer of any labor. After that agreement, the question of teachers' salaries became a matter of arithmetic for Supt. Boynton, at least so far as concerned restoring the purchasing value of the teacher's salary. There isn't a group of business men in this country which would not prefer to leave teachers to their educational work and to have teacher salary schedules adjusted as a matter of business investment; and they would fix higher salaries for high services than legislators, too!

7. The teachers of Erie, Pa., were told, as teachers all over the country are frequently told, that public officers were yearning to increase their salaries, but simply could not find the money. Instead of demanding money even if there wasn't any, and instead of accusing officers of bad faith, Erie teachers looked into the assessment of property for taxation. In a short time they found plenty of money.

Are not these seven types of publicity more fundamental than clever press work?

#### Where Educational Publicity Fails

Happily, there are many exceptions to the seven following propositions respecting current educational publicity which although less agreeable, nevertheless justify serious study by the nation's principals.

1. Education's own spokesmen are today presenting more obstructions to adequate support of education than are reactionary taxpayers.

2. Education's own spokesmen are closing more doors to educational publicity today than are editors of newspapers and magazines.

3. Educational publicity puts too much halo over schooling and too little over education.

4. Educational publicity contains too little variety and too much repeating of subjects, speakers, and actors.

5. There is too little education of the public about school work between emergency appeals.

6. There is too little informing of the public about the decreased purchasing power of the educational dollar.

7. There is too little free speech in public education, with almost no open criticism respecting slovenly, dull, inactive, or even deceiving school publicity.

It is not easy to look several hundred of the country's picked school men and school women in the face and suggest that education's spokesmen are hurting their cause by disingenuous utterances and uncourteous disregard of readers and auditors. It is not easy to say that by neglect of simple educational psychology, public school publicity is widely robbing schools of support and understanding which pupils need, which teachers earn and which public want to give. Yet that conclusion is unescapable after an analysis of school reports, interviews, articles, and conventioning in different parts of the country.

#### Leadership Radiates Publicity

When it is said that there is too much halo over schooling and too little over education, it is meant that public education hurts itself when

it disparages firemen, policemen, street cleaners, business employment, and even the home, in order to burnish the halo over public schools. It is not true that the school teacher is more necessary than the health inspector, the traffic cop, or the shop foreman. Anyway, a halo that needs constant recoloring isn't a very good advertising sign.

Whether there is too little variety and too much repeating of subjects, speakers, and actors in educational publicity, no one knows better than you. The public will not laugh at the same joke year in and year out, nor will it respond to the same school publicity year in and year out. The best educational leadership will radiate, not absorb, publicity. Competition is the life of publicity as well as of trade.

Surely we are agreed that there is too little education of the public about school work between emergency appeals. Annual reports show that. Superintendents' instructions show it. Speeches made by leading educators show it. Evidence of it is found even in many of the publicity journals issued by boards of education for the ostensible purpose of informing the public. Many play up to fellow professionals rather than to the public.

Anyone who can explain why school men themselves take so little interest in educational high spots for their own system or for outside systems will not find it hard to explain why publicity for public education is still so unsatisfactory. On two different occasions school high spot exhibits were brought to N.E.A. meetings at a private cost of several thousand dollars. On both occasions use was made of these exhibits by thousands of visitors. From them came requests for 7,000 different documents and aids of one kind or another, which colleagues supplied free of charge. Yet that interest did not lead to continuing the service at slight cost to the organization itself. Few journals of educational associations give one-tenth the space to high spot achievements that they give to philosophy and personalities. Thousands of local and state supervisors come and go without realizing the most important assets of their schools, namely, the forward steps.

As to the increased purchasing power of the educational dollar, it is astonishing how little has been done to translate the educational dollar of 1926 into the purchasing power of 1913. It is not enough at the end of a long statistical table to whisper in a foot note that allowance should be made for the risen cost of living. In this material matter so vital to teachers and

principals, the public has been left almost entirely to its own translating and quite naturally has failed to do it. Courses of study have not helped, though how could arithmetic better serve? The folder in my hand is issued by a joint salary committee of teachers' organizations that are asking for a \$15,000,000 pay increase, or the interest on nearly \$400,000,000. There is plenty of heat, but no light in that folder. In fact, the chances are that several of the persons whose names are signed to an emotional abstract demand for higher pay for teachers would be surprised if they knew the disgraceful pay they talk about is from \$2,500 to \$4,200. Surely it is not too much to expect the principals of the country to help the country's taxpayers, teachers and parents, see and feel for the stunted dollars of 1926.

The lack of free speech respecting public education and educational publicity is something which principals could do much to overcome. Probably not a person in this room would find it hard to remember an occasion when some spokesman for public education stood before a group of laymen—parent-teacher association, a commencement audience, a Rotary club, a federation of women's clubs—and painstakingly dealt out statistics and details that the speaker himself couldn't remember two seconds with eyes off his manuscript. The real tragedy there is not the lack of humor and the neglect of educational psychology, but the inhibition of free speech which keeps associates and subordinates from crying out, "Get the hook," or some other affectionate reminder that the target has gone astray.

Free speech in and about public education for five years would do more for salaries and other school support than finance drives by the country's united press without free speech.

The kotow is not a graceful gesture at best. If the N.E.A. would stage a session for simmering disagreements it could pack the largest auditorium at prize-fight prices. It is prodigality of the costliest type to insist upon the appearance of single-mindedness in educational matters. Sycophancy breeds more bureaucrats than tyranny breeds. Lift the ban on free speech, make fair and frank criticisms rather than me-too-ism the symbol of loyalty, and publicity for public education will become more varied, more vital and more productive.

Publics support what they enjoy. They can't be as liberal about salaries as about stadiums until they enjoy teachers and teachers' results.

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175-YEAR-OLD SCHOOLHOUSE AT DIAMOND HILL, R. I.  
The 175-year-old schoolhouse which Henry Ford may buy for his model Colonial village at Sudbury, Mass. This old structure, with its sagging ridgepoles and weatherbeaten clapboards at Diamond Hill, R. I., was discovered by William Taylor, Henry Ford's agent. (Wide World Photo.)



# Dealing with the Newspapers

Ernest Bennett, Kansas State Teachers' College, Pittsburg, Kansas

School authorities expect the newspapers to serve as spokesmen before the public, and newspaper men regard the schools as one of their most important sources of news. Despite their frequent dealings with each other, however, the two groups do not always understand each other. Schoolmen are often lamentably ignorant of newspaper standards and usages, and editors wonder why the schoolmen do not keep in closer touch with them. This article aims to set forth in regard to the newspapers a few elementary facts with which every educator should be familiar.

The primary editorial function of local newspapers is to print the community news. This news is mainly of two kinds—information regarding the development of the community, of interest to all the people of the community, and information regarding the people of the community, some of it important, much of it not. The editor, knowing that most of his readers prefer this second kind, gives the columns of personal news much attention. For anything else than these two kinds of news the average weekly paper or small daily has but little space. What little state or national news it prints it usually employs to fill space for which the local news was insufficient, or to enhance the prestige of the paper by giving its readers the substance of momentous events before the big dailies arrive from the neighboring metropolis. Other reading matter is usually so much dead weight and few of the readers will be interested in it.

A local newspaper is therefore neither a literary periodical nor an instrument of propaganda. It neither aims at educating its readers nor converting them to a given mode of thought. Such matter as seems devoted to one or the other of these purposes is merely incidental to printing the community news, and frequently is printed because the editor hesitates to give offense by refusing it.

Notwithstanding these facts, however, a local newspaper can be extremely useful to the public schools. It can keep the patrons fully informed on all school news of significance, and it can thereby keep them interested in the welfare of the schools and alert to their needs.

## What Editors Want

An editor is almost invariably glad to receive all school news that complies with the standards he applies to other community news. The chief of these standards are, that news shall be local news, that it shall be new news, and that it shall be of personal concern to at least a small group of readers. The editor cares little or nothing for school news from the next county; he wants the local news of today instead of yesterday or last week; and he wants it in such form that its relation to his readers is readily apparent.

The editor will rarely fail to print news on such topics as these: Athletic contests, honor records, promotion lists, school board meetings, new administrative policies, elections of teachers, improvement projects, new courses, commencement plans and programs, lists of graduates, assembly programs, entertainments in high school or grades, with list of participants, parent-teacher meetings, enrollment figures, prominent visitors and their speeches, personal items about teachers and students or alumni, class plans and projects, picnics, holidays, etc., etc.

But the editor ordinarily does not wish such things as these: The literary efforts of students or teachers, either in prose or verse, hot air, propaganda, editorials from the hand of another but to be printed as though they were his own, news with an intermixture of opinion and clever

(?) reflections, exhortations to the public, etc. He is happier if his good friends do not offer him any of these effusions for his pages.

School news is ordinarily written by the editorial staff, for the reason that the writing of news is a technical task for which most laymen have no training. Reporters and editors are usually perfectly willing to write this news, provided the school authorities will go to some pains, if necessary, to furnish them with the data. In many small towns, where the editor is also frequently business manager of the paper, and the reporter is perhaps advertising solicitor as well, the newspaper would give much more space to school news if the superintendent or principal, instead of expecting these overworked men to make regular rounds of the schools, saw to it that they were furnished with the necessary facts. The editor has a right to expect this cooperation when the news he prints is of as much benefit to the schools as it is to the paper.

## Help Schoolmen Should Give

Superintendents and principals should have the habit of dropping in at newspaper offices and of keeping the newspaper men informed in advance of school events. School executives should be readily accessible to reporters. It is unreasonable to ask a reporter to wait an hour or so until classes are dismissed; besides, the reporter is likely to stop coming if he is often received in this way. Whenever a program with an admission charge is planned, invitations, together with two or three seat reservations, should be sent the editor and his staff. Season tickets to all athletic contests should be issued them. Many times, when a reporter cannot attend a program, the editor would be glad for some older student to make for him a record of the occasion.

Photographs of people and events always enhance news articles and increase their value for a paper. But small papers will rarely go to the expense of having the "cuts" made from which the pictures may be printed. School authorities will therefore do well to supply the editor with cuts if available.

Schoolmen should be content with short, simple, and straight-forward newspaper accounts of school events, without the complimentary phrases that some papers habitually bestow upon nearly all prominent citizens whom they mention. A short news "story," as newspaper men call it, is usually more valuable than a long one, because it attracts the attention of a larger number of readers; besides, the papers do not have space for long-winded accounts. "Puffs" weaken the force of a news story, because they ordinarily mean little, and newspaper men like to know that the public does not expect them.

It is sometimes convenient to turn over to a high school class in fourth-year English or in news writing the task of preparing the school news for the local paper. Where there is a definite arrangement to this effect, the editor is usually willing to devote a regular page, or part of a page, to the school news. Those who do the writing then feel greater responsibility for their work and take a greater pride in it, especially if they are given credit for it in the paper. This plan, which has been adopted in a number of communities, solves two problems at once—that of getting the school news in the local press and that of finding a substitute for the school paper. It saves the editor and his reporters much work, and it saves the school authorities the difficulty of financing a school paper. It has the additional advantage of co-operating with the local press, instead of competing with it. Moreover, the arrangement provides an unusually effective

motivation for English composition. Students will, as a rule, put their best efforts into writing what they know is likely to appear in print. A teacher thoroughly competent in English, and with some experience in the writing of news, should always edit the copy before it is sent to the newspaper office.

## Rules of News Writing

Schoolmen would frequently find it of distinct advantage if they had some training in the writing of news. They would have better luck getting in the papers what they wish to see there, and even if they wrote no school news themselves, they could deal with the newspapers to better advantage. Since they sometimes find it desirable to send written statements to the papers, the fundamental rules for writing a typical news story are here repeated.

The most important and general working rule is that the matter shall be arranged in the order of decreasing importance. The most interesting statement should be placed at the very beginning of the first paragraph. What may be omitted from the account without harming it should appear in the closing paragraph or paragraphs, where the make-up man may eliminate it if space is scanty. Matter between the first and last paragraphs should gradually taper off in importance. Yet the whole story should be written as attractively as possible.

The most important statement, placed at the beginning of the opening paragraph, is known as the feature. Besides containing the feature, the opening paragraph should answer as directly and clearly as possible the following questions: Who? What? When? Where? Why? and sometimes How? One or more of these questions is answered in the feature statement. The skillful answering of the others, also, makes the paragraph a summary of the whole 'story,' and it is then known as a summarizing lead.

These rules show the student how to get his story under way. The body of the story consists of an amplification, in the order of decreasing importance, of the various points in the lead paragraph. The language should be simple and direct, yet sprightly and specific. All useless words should be rigorously cut out. Length is to be obtained through an abundance of detail. It is this detail, concrete and pictorial, deftly painted into the body of the story wherever it is most appropriate, that gives the story life and color.

One more point on how news should be written. The names of all persons connected with the events set forth must be given, accurately and in their usual form. The more names there are in a piece of news, the better news it is, from an editor's point of view. Names make news carry.

When school authorities wish the newspapers to help them in a special campaign, as, for instance, the preparation for a bond election, they should apply, so far as possible, in the matter they furnish the press, the principles outlined above. They should see to it that their material is well written and to the point, that it is truthful and newsworthy, that it is of moderate length, and that it is free from personalities. The services of a trained newspaper man should, whenever possible, be obtained for the preparation of this matter. He will know how to make facts talk and how to reduce "hot air" to the minimum.

## Avoid Extravagant Athletic News

There is one subject on which, in many towns, school executives and editors should have an understanding. That is the question of how much space the local papers will devote to high

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## Lack of Tenure of Office a Factor in School Expenses

B. R. Baker

Among the factors that increase the cost of public instruction there is one that is not often brought to the attention of those who pay the school's bills; this is the fact that lack of tenure of office is an item in ever-mounting school budgets.

Superintendents, principals, and all teachers who maintain a home frequently say they prefer to remain in their present position, other things being equal, with a salary of from fifty to one hundred fifty dollars less than that offered elsewhere rather than to move.

"Why?" they are asked. The answer comes, "Oh, the expense and trouble of moving is too great to pay me to make the change," or, "I shouldn't be making anything to move to G—for one hundred dollars more than I shall get here next year."

Yet many school workers do move every year. Some of these, no doubt, are drifters; but a great many able teachers are itinerants. Because some prominent citizen's son has an I. Q. below normal which causes the boy to fail or because of a similar prejudiced reason, competent teachers and principals set out each spring to find new positions.

### Where the Expense Lodges

This job-hunting is costly for the teacher, but is that where the expense finally lodges? Every teacher must include the cost of a new position in the salary he accepts as necessary for a livelihood. Who pays the livelihood? The public, the taxpayers, to be sure. But does the public recognize the economic gain of retention of teachers? This is gravely doubted.

Securing a new position frequently entails a teacher considerable expense, aside from moving. Teachers' agencies reap rich rewards every year. Some of the more affluent are able to pay their manager four thousand dollars a year and employ some ten or twelve stenographers. This is no attack on agencies; they fulfill a need. My point is that they do make money by the frequency with which teachers seek new positions, and their profits are derived from the public purse, via the teacher's salary. If a school official does not use a commercial agency, he will probably use the agency maintained at the state school where he received his certificate to teach. The expense of maintaining this agency comes from the public school funds. Other teachers secure their positions almost entirely through their own efforts, but even these teachers spend parts of their salaries for stationery, stamps, photographs, typing, telegrams, and travel, to secure positions. Payment for these items is a part of every teacher's overhead expense.

## Where Shall the Teacher Board?

Charles H. Chesley

In my fifteen years of service upon school boards in country townships, the hardest problem to solve, especially in late years, has been to find a boarding place for the teacher. Looking back over some two-score years, I remember the time when it was a free-for-all scramble as to who should have the privilege of entertaining the new "schoolmarm." Election of board members often depended upon the place where the teacher would board. Spirited contests sometimes developed over the question and the teacher often profited by receiving his or her board at a very low figure.

This happy period followed the one when the teacher was expected to "board around," not a very enjoyable situation in most cases. Today, all is changed. In communities where there is

### Loss to the Schools

A system in which tenure of office is unstable handicaps a superintendent in formulating a school policy. Every able superintendent, when he enters upon his position, makes a study of his community and its resources. From these data he plots a program to meet the situation which confronts him. A period of from three to five years is usually necessary for the successful culmination of his plans. He is removed frequently, however, at the end of one or two years. A new man enters, and he duplicates much of what his predecessor has done or discards his predecessor's program entirely. In either case there is a waste of effort and money, and waste is a financial loss.

Systems which do not guarantee tenure of office for efficient service do not attract the most desirable type of school officials and instructors. Economically, the situation amounts to this: untrained teachers are employed; and they, in turn, are responsible for part of the retardation that increases the cost of school maintenance. Mediocre superintendents and principals do not take advantage of scientific testing or school accounting. They have not the training to employ modern methods of financing building programs, nor are they able to re-classify their school systems. All of these devices of modern school procedure help to reduce school expenses.

### Other Economic Losses

When tenure of office is uncertain, a teacher does not add to the wealth of the community in which he is employed as he does when his position is more secure. He does not buy a home and beautify it, so he rents as cheaply as he can and saves his money to invest in a home in a city where positions are more permanent. Where permanence of office is uncertain, a teacher rarely regards that place as his home; hence his savings go elsewhere for investment. His donations to church and civic organizations are small since he has no feeling of permanence to encourage him to ally himself with the growth of the city.

In summary, tenure of office is desirable from a financial slant for several reasons. The expense a teacher incurs in securing a new position and in moving finally devolves upon the school fund. An expensive duplication of projects may be the result of a frequent change of superintendents and principals. Mediocre teachers and officials encourage retardation and administer the school in an inefficient, uneconomical way. An itinerant teacher does not add to the wealth of the community.

no regular boarding house or hotel, it is almost impossible to find a suitable place for the teacher to board. This condition is not a fact in one locality alone, but in the majority of the country towns, where one and two-room schools are still in vogue. As many of the teachers employed in these schools are young girls, just out of normal or training school, the condition is particularly lamentable. If anyone needs a good place to board, it is the girl just starting on her career of teaching. In our own town we have endeavored to employ as many local teachers as could be obtained because of this fact, although, as a rule, we believe a teacher can do better work away from his or her home town.

What can we do about this matter as members of the school board? The duty of finding a place for the teacher to stay devolves upon the school board or superintendent. Shall we get down on our knees and beg some good motherly soul to take in the new girl? I have done almost that and then failed in my effort. The new girl finds it particularly hard.

We know of a girl starting in her career as a teacher, whose father and mother came to town with her to find a suitable boarding place. They went from place to place and almost decided to take the girl back home, two hundred miles away. Finally, a member of the school board took her in temporarily and the situation was saved. Happily, after the new teacher became acquainted, she was able to find a good boarding place for herself.

The reluctance to board the teacher is particularly marked if she is a stranger. I wonder why? This has long been a problem in my mind and I have finally concluded that school boards have not always exercised good judgment in the kind of teachers they have employed. Some teacher has come into the community and has not walked the "straight and narrow way" which she is expected to follow. Result, all new teachers are looked upon with suspicion.

Right here it may be well to state that school boards and superintendents cannot be too careful in investigating the character, and records, made in other localities, of prospective teachers. We do not mean that an effort should be made to control the actions of teachers outside the schoolroom, but we do believe that the teacher cannot do effective work in any rural community unless she governs her actions with conservatism and moderation. There is no place in the world where a questionable action is so enlarged upon as in the average country community. Teacher has a large number of eyes watching her, so the girl who wishes to be even a little bit "wild" will be wise if she gives the country district a wide berth.

I find that the teacher who goes into a community and enters into the spirit of the place, who joins the Grange or any other organization to which she is eligible in the locality, will find her task much simplified. If she returns for a second period, the chances are that she will find a place to board without much trouble. Residents of rural sections do not like to take a chance. They remember that Brown took a teacher to board some years ago, not knowing who she was, and she did not prove a desirable member of the family. In the country, the boarder becomes one of the family. Remembering this case of Brown's, they say no to all entreaties.

In my later years of service on the school board, I have learned that it is profitable to keep the old teachers just as long as we can. We may have to raise the salary a little, but I feel that it is better to pay a little more for teaching which we know to be satisfactory, rather than pay less in an experiment. Our old teachers are sure of finding a place to live and I know from long experience that the new ones are hard to place.

We have to employ new teachers occasionally, anyway, so we have to find boarding places for them. If we can get teachers whose families or antecedents are known in the neighborhood, it makes the task easier. "Oh, yes, I might take her. You say she is Mary Taylor's granddaughter, she who was Mary Marston. I remember her well. A right pretty girl, she was, too. If she's as pretty as her grandma, I'll bet it won't take the boys long to take notice." So the teacher found a boarding place because her grandmother once lived in the place.

It is not a good policy to send a girl of a decidedly different religion to a country commu-

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# What Should the Superintendent Expect in the Potentially Successful Teacher?

Harlan C. Hines, Cincinnati, O.

(Continued from April.)

## III. CULTURE THROUGH HIGHER EDUCATION

Many superintendents set out to employ for their systems cultured gentlemen or cultured ladies with a pretty definite notion of what we mean by culture; yet the term has been used so freely that it is no longer easy to define. It has been thought of as synonymous with training, with education—the development and strengthening of the mental and physical powers of the individual and the group. As it pertains to academic training, however, culture takes on a new meaning. Prior to college entrance, training is pretty largely limited to situations demanding the exercise of analytical powers. In the higher institution, through an added synthetic procedure, all that has been learned, whether through contact with tool or through assimilation of content, is expected to be brought together and weighed, in order that the student may determine for himself the relative values of life situations and thus set up rules for his own guidance. Study and expression, as they are required and permitted in the college, if directed by sound instruction, go far toward the enlightenment intended.

In the lower schools discipline has been very closely hooked up with culture, but in the collegiate scheme of training it, like culture, takes on a new meaning. In the lower schools discipline involves drill in the simple and fundamental laws of cooperative living. Such laws are accepted almost without question. The higher institution, however, while presenting these laws to the student, causes them to be subjected to critical appraisal and careful alignment in order that the student may re-formulate them for his immediate and future needs. This is its chief method of discipline, expected to work with mature minds where it would fail with the immature.

In the attempt to achieve enlightenment, and in the attempt to formulate new laws for social conduct, the very method of scientific attack practiced in higher institutions makes conservatism obligatory. The lack of balance in creative thought, and the haste in which conclusions are reached by the youthful mind, now tend to disappear and in their place is set up a sorting process that enables the student to weed out that which is undesirable or at least unprofitable. Since the college instructor sooner or later must prove his theories, or at least give them logical bases, he usually finds it expedient to found his utterances on conservative judgment, and this attitude is carried over to the student with much more force than he has previously encountered. It is for this reason that it is often stated that a college graduate (without professional training) often adopts collegiate methods of teaching and that the instruction he offers, especially in the secondary schools, is of advanced character and therefore unsuited. Yet, without the habits of conservative judgment, inculcated by the college, the teacher is short one of the chief essentials of successful teaching.

Again, even though a teacher may have mastered the best methods of teaching, he will still be insufficiently prepared to impart instruction unless he has been provided with the materials of instruction. It is from the college that the teacher acquires subject matter, or at least a knowledge of where the necessary subject matter may be found.

Consequently, the student should have received from his academic experience a broad and solid foundation in the various related fields, upon which he will be able to stand without equivocation. Not only the subjects he may be called upon to teach but as much factual material as he has been able to retain should have been mastered and collected in preparation for the task into which most of his energy will go. For his job will be that of teaching the truth as he has come to know it.

He will not have been able to come to any conclusions about the truth, however, unless the college has taught him the art of introspection. There he should have learned to think about himself, not so much as a worker with materials but as a citizen assuming his complete and proper place in the social order. He should have learned to form new habits, or at least to reform old habits, to estimate his worth, to weigh his accomplishments, and above all, to critically examine his difficulties. Through having been led to examine his difficulties he will have been enabled to understand the difficulties of others, a vital asset to the successful teacher.

In attempting to estimate the values of collegiate training the informational and introspectional aspects, while both important, should not exclude the really vital issues. These are centered in moral and spiritual upbuilding. It is in the college that the student should have found greater happiness, more perfect health, strong friendships, new ideals, and more or less permanent interests, such as a love for literature, an appreciation of nature, an interest in people, and an enlarged conception of religion. These latter, of course, come through inspiration and may be passed on in the same manner.

It would be difficult for any teacher to succeed without a definite attitude and a definite aim, a clear conception, and a deep appreciation of purposes, means, and ends. It is necessary for him to possess a complete realization of the full scope of teaching. His purposes must be of such a character that they demonstrate the capacity for arousing unique possibilities for good and for inspiring children to dedicate their lives to the realization of ends more inclusive than those to which they would aspire without direction. From intimate contact with the master minds of the past the college-trained teacher should have been caused to come to appreciate the force and power of great ideals and should be able to present time-honored factual materials from fascinatingly attractive viewpoints. His college experience should have been so socially composite that he will be able to present subject matter with a functional outlook.

If the superintendent feels that the qualities outgrowing from collegiate training are not of great magnitude in his problem of selection, he should remember that college training is now open and possible to every teacher. Today practically no individual is denied any desired educational advantage. Extension, night, and correspondence classes, as well as cooperative college loan associations, have aided largely in equalizing educational opportunities. And if the superintendent should feel that a requirement of attendance at college should be waived, he should remember, also, that there are few valid excuses for failure to acquire the four-year training

offered by colleges of letters and science. Granted that such training has been received, the points to be looked for may be listed as follows:

1. *Power to progress from principles to consequences.*
2. *Power to critically appraise and carefully align.*
3. *Evidence of habits of conservative judgment.*
4. *Evidence of well-grounded preparation in subject matter.*
5. *Reflection of practice of introspection.*
6. *Attitudes toward literature, nature, religion, people.*
7. *Powers of explanation and inspiration.*
8. *Attitude toward general worth of collegiate training.*

## IV. EFFECTS OF PROFESSIONAL TRAINING

Proper adjustment to modern teaching situations has come to be considered impossible without a background of professional training. In considering this it is well not to overlook the fact that there are those who would limit professional training to collegiate training. It is possible to maintain such a thesis when one thinks of a teacher only as an instructor in subject matter, but, to make teaching highly effective, to be sure that such subject matter as is imparted produces the desired results in those who have come to be educated, it is necessary to have a clear conception of methods of teaching based on differences in the various groups and individuals under instruction. This implies a permanent skill, a certain amount of which, it is to be admitted, is possible through two very different types of transfer—the transfer of training in closely allied activities and the transfer of teaching power through example. Those who are “born to teach” may have profited by such types of transfer but professional training would have made them stronger still.

It is difficult to define professional training since it is so all inclusive. Any pursuit that has as its end the improvement of teaching may be considered as a part or phase of professional training. For this reason there has grown up in this country a special type of training institution in which is carried on an intensive study of the many and varied theories and practices propounded and resorted to in building the modern school. This institution has been established in three distinct forms. First, there is the normal school, the oldest in point of service; second, the teachers' college; and third, the graduate department or graduate school of education.

The normal training school has usually been confined to a two-year course for the preparation of teachers for elementary schools and it has gone through a gradual process of evolution until, in its newer form, it has come to offer a highly differentiated program based on the psychology of individual differences. There are at least four advantages to be gleaned from the consummation of such a program. First, there is the opportunity for study under direction; second, the social contacts established with persons engaged in a like type of work are invaluable; third, a variety of problems met by many teachers is presented and discussed; and fourth, the progressive normal school offers newer methods of teaching de-

## Lack of Tenure of Office a Factor in School Expenses

B. R. Baker

Among the factors that increase the cost of public instruction there is one that is not often brought to the attention of those who pay the school's bills; this is the fact that lack of tenure of office is an item in ever-mounting school budgets.

Superintendents, principals, and all teachers who maintain a home frequently say they prefer to remain in their present position, other things being equal, with a salary of from fifty to one hundred fifty dollars less than that offered elsewhere rather than to move.

"Why?" they are asked. The answer comes, "Oh, the expense and trouble of moving is too great to pay me to make the change," or, "I shouldn't be making anything to move to G—for one hundred dollars more than I shall get here next year."

Yet many school workers do move every year. Some of these, no doubt, are drifters; but a great many able teachers are itinerants. Because some prominent citizen's son has an I. Q. below normal which causes the boy to fail or because of a similar prejudiced reason, competent teachers and principals set out each spring to find new positions.

### Where the Expense Lodges

This job-hunting is costly for the teacher, but is that where the expense finally lodges? Every teacher must include the cost of a new position in the salary he accepts as necessary for a livelihood. Who pays the livelihood? The public, the taxpayers, to be sure. But does the public recognize the economic gain of retention of teachers? This is gravely doubted.

Securing a new position frequently entails a teacher considerable expense, aside from moving. Teachers' agencies reap rich rewards every year. Some of the more affluent are able to pay their manager four thousand dollars a year and employ some ten or twelve stenographers. This is no attack on agencies; they fulfill a need. My point is that they do make money by the frequency with which teachers seek new positions, and their profits are derived from the public purse, via the teacher's salary. If a school official does not use a commercial agency, he will probably use the agency maintained at the state school where he received his certificate to teach. The expense of maintaining this agency comes from the public school funds. Other teachers secure their positions almost entirely through their own efforts, but even these teachers spend parts of their salaries for stationery, stamps, photographs, typing, telegrams, and travel, to secure positions. Payment for these items is a part of every teacher's overhead expense.

## Where Shall the Teacher Board?

Charles H. Chesley

In my fifteen years of service upon school boards in country townships, the hardest problem to solve, especially in late years, has been to find a boarding place for the teacher. Looking back over some two-score years, I remember the time when it was a free-for-all scramble as to who should have the privilege of entertaining the new "schoolmarm." Election of board members often depended upon the place where the teacher would board. Spirited contests sometimes developed over the question and the teacher often profited by receiving his or her board at a very low figure.

This happy period followed the one when the teacher was expected to "board around," not a very enjoyable situation in most cases. Today, all is changed. In communities where there is

### Loss to the Schools

A system in which tenure of office is unstable handicaps a superintendent in formulating a school policy. Every able superintendent, when he enters upon his position, makes a study of his community and its resources. From these data he plots a program to meet the situation which confronts him. A period of from three to five years is usually necessary for the successful culmination of his plans. He is removed frequently, however, at the end of one or two years. A new man enters, and he duplicates much of what his predecessor has done or discards his predecessor's program entirely. In either case there is a waste of effort and money, and waste is a financial loss.

Systems which do not guarantee tenure of office for efficient service do not attract the most desirable type of school officials and instructors. Economically, the situation amounts to this: untrained teachers are employed; and they, in turn, are responsible for part of the retardation that increases the cost of school maintenance. Mediocre superintendents and principals do not take advantage of scientific testing or school accounting. They have not the training to employ modern methods of financing building programs, nor are they able to re-classify their school systems. All of these devices of modern school procedure help to reduce school expenses.

### Other Economic Losses

When tenure of office is uncertain, a teacher does not add to the wealth of the community in which he is employed as he does when his position is more secure. He does not buy a home and beautify it, so he rents as cheaply as he can and saves his money to invest in a home in a city where positions are more permanent. Where permanence of office is uncertain, a teacher rarely regards that place as his home; hence his savings go elsewhere for investment. His donations to church and civic organizations are small since he has no feeling of permanence to encourage him to ally himself with the growth of the city.

In summary, tenure of office is desirable from a financial slant for several reasons. The expense a teacher incurs in securing a new position and in moving finally devolves upon the school fund. An expensive duplication of projects may be the result of a frequent change of superintendents and principals. Mediocre teachers and officials encourage retardation and administer the school in an inefficient, uneconomical way. An itinerant teacher does not add to the wealth of the community.

no regular boarding house or hotel, it is almost impossible to find a suitable place for the teacher to board. This condition is not a fact in one locality alone, but in the majority of the country towns, where one and two-room schools are still in vogue. As many of the teachers employed in these schools are young girls, just out of normal or training school, the condition is particularly lamentable. If anyone needs a good place to board, it is the girl just starting on her career of teaching. In our own town we have endeavored to employ as many local teachers as could be obtained because of this fact, although, as a rule, we believe a teacher can do better work away from his or her home town.

What can we do about this matter as members of the school board? The duty of finding a place for the teacher to stay devolves upon the school board or superintendent. Shall we get down on our knees and beg some good motherly soul to take in the new girl? I have done almost that and then failed in my effort. The new girl finds it particularly hard.

We know of a girl starting in her career as a teacher, whose father and mother came to town with her to find a suitable boarding place. They went from place to place and almost decided to take the girl back home, two hundred miles away. Finally, a member of the school board took her in temporarily and the situation was saved. Happily, after the new teacher became acquainted, she was able to find a good boarding place for herself.

The reluctance to board the teacher is particularly marked if she is a stranger. I wonder why? This has long been a problem in my mind and I have finally concluded that school boards have not always exercised good judgment in the kind of teachers they have employed. Some teacher has come into the community and has not walked the "straight and narrow way" which she is expected to follow. Result, all new teachers are looked upon with suspicion.

Right here it may be well to state that school boards and superintendents cannot be too careful in investigating the character, and records, made in other localities, of prospective teachers. We do not mean that an effort should be made to control the actions of teachers outside the schoolroom, but we do believe that the teacher cannot do effective work in any rural community unless she governs her actions with conservatism and moderation. There is no place in the world where a questionable action is so enlarged upon as in the average country community. Teacher has a large number of eyes watching her, so the girl who wishes to be even a little bit "wild" will be wise if she gives the country district a wide berth.

I find that the teacher who goes into a community and enters into the spirit of the place, who joins the Grange or any other organization to which she is eligible in the locality, will find her task much simplified. If she returns for a second period, the chances are that she will find a place to board without much trouble. Residents of rural sections do not like to take a chance. They remember that Brown took a teacher to board some years ago, not knowing who she was, and she did not prove a desirable member of the family. In the country, the boarder becomes one of the family. Remembering this case of Brown's, they say no to all entreaties.

In my later years of service on the school board, I have learned that it is profitable to keep the old teachers just as long as we can. We may have to raise the salary a little, but I feel that it is better to pay a little more for teaching which we know to be satisfactory, rather than pay less in an experiment. Our old teachers are sure of finding a place to live and I know from long experience that the new ones are hard to place.

We have to employ new teachers occasionally, anyway, so we have to find boarding places for them. If we can get teachers whose families or antecedents are known in the neighborhood, it makes the task easier. "Oh, yes, I might take her. You say she is Mary Taylor's granddaughter, she who was Mary Marston. I remember her well. A right pretty girl, she was, too. If she's as pretty as her grandma, I'll bet it won't take the boys long to take notice." So the teacher found a boarding place because her grandmother once lived in the place.

It is not a good policy to send a girl of a decidedly different religion to a country commu-

(Concluded on Page 147)



# What Should the Superintendent Expect in the Potentially Successful Teacher?

Harlan C. Hines, Cincinnati, O.

(Continued from April.)

## III. CULTURE THROUGH HIGHER EDUCATION

Many superintendents set out to employ for their systems cultured gentlemen or cultured ladies with a pretty definite notion of what we mean by culture; yet the term has been used so freely that it is no longer easy to define. It has been thought of as synonymous with training, with education—the development and strengthening of the mental and physical powers of the individual and the group. As it pertains to academic training, however, culture takes on a new meaning. Prior to college entrance, training is pretty largely limited to situations demanding the exercise of analytical powers. In the higher institution, through an added synthetic procedure, all that has been learned, whether through contact with tool or through assimilation of content, is expected to be brought together and weighed, in order that the student may determine for himself the relative values of life situations and thus set up rules for his own guidance. Study and expression, as they are required and permitted in the college, if directed by sound instruction, go far toward the enlightenment intended.

In the lower schools discipline has been very closely hooked up with culture, but in the collegiate scheme of training it, like culture, takes on a new meaning. In the lower schools discipline involves drill in the simple and fundamental laws of cooperative living. Such laws are accepted almost without question. The higher institution, however, while presenting these laws to the student, causes them to be subjected to critical appraisal and careful alignment in order that the student may re-formulate them for his immediate and future needs. This is its chief method of discipline, expected to work with mature minds where it would fail with the immature.

In the attempt to achieve enlightenment, and in the attempt to formulate new laws for social conduct, the very method of scientific attack practiced in higher institutions makes conservatism obligatory. The lack of balance in creative thought, and the haste in which conclusions are reached by the youthful mind, now tend to disappear and in their place is set up a sorting process that enables the student to weed out that which is undesirable or at least unprofitable. Since the college instructor sooner or later must prove his theories, or at least give them logical bases, he usually finds it expedient to found his utterances on conservative judgment, and this attitude is carried over to the student with much more force than he has previously encountered. It is for this reason that it is often stated that a college graduate (without professional training) often adopts collegiate methods of teaching and that the instruction he offers, especially in the secondary schools, is of advanced character and therefore unsuited. Yet, without the habits of conservative judgment, inculcated by the college, the teacher is short one of the chief essentials of successful teaching.

Again, even though a teacher may have mastered the best methods of teaching, he will still be insufficiently prepared to impart instruction unless he has been provided with the materials of instruction. It is from the college that the teacher acquires subject matter, or at least a knowledge of where the necessary subject matter may be found.

Consequently, the student should have received from his academic experience a broad and solid foundation in the various related fields, upon which he will be able to stand without equivocation. Not only the subjects he may be called upon to teach but as much factual material as he has been able to retain should have been mastered and collected in preparation for the task into which most of his energy will go. For his job will be that of teaching the truth as he has come to know it.

He will not have been able to come to any conclusions about the truth, however, unless the college has taught him the art of introspection. There he should have learned to think about himself, not so much as a worker with materials but as a citizen assuming his complete and proper place in the social order. He should have learned to form new habits, or at least to reform old habits, to estimate his worth, to weigh his accomplishments, and above all, to critically examine his difficulties. Through having been led to examine his difficulties he will have been enabled to understand the difficulties of others, a vital asset to the successful teacher.

In attempting to estimate the values of collegiate training the informational and introspectational aspects, while both important, should not exclude the really vital issues. These are centered in moral and spiritual upbuilding. It is in the college that the student should have found greater happiness, more perfect health, strong friendships, new ideals, and more or less permanent interests, such as a love for literature, an appreciation of nature, an interest in people, and an enlarged conception of religion. These latter, of course, come through inspiration and may be passed on in the same manner.

It would be difficult for any teacher to succeed without a definite attitude and a definite aim, a clear conception, and a deep appreciation of purposes, means, and ends. It is necessary for him to possess a complete realization of the full scope of teaching. His purposes must be of such a character that they demonstrate the capacity for arousing unique possibilities for good and for inspiring children to dedicate their lives to the realization of ends more inclusive than those to which they would aspire without direction. From intimate contact with the master minds of the past the college-trained teacher should have been caused to come to appreciate the force and power of great ideals and should be able to present time-honored factual materials from fascinatingly attractive viewpoints. His college experience should have been so socially composite that he will be able to present subject matter with a functional outlook.

If the superintendent feels that the qualities outgrowing from collegiate training are not of great magnitude in his problem of selection, he should remember that college training is now open and possible to every teacher. Today practically no individual is denied any desired educational advantage. Extension, night, and correspondence classes, as well as cooperative college loan associations, have aided largely in equalizing educational opportunities. And if the superintendent should feel that a requirement of attendance at college should be waived, he should remember, also, that there are few valid excuses for failure to acquire the four-year training

offered by colleges of letters and science. Granted that such training has been received, the points to be looked for may be listed as follows:

1. *Power to progress from principles to consequences.*
2. *Power to critically appraise and carefully align.*
3. *Evidence of habits of conservative judgment.*
4. *Evidence of well-grounded preparation in subject matter.*
5. *Reflection of practice of introspection.*
6. *Attitudes toward literature, nature, religion, people.*
7. *Powers of explanation and inspiration.*
8. *Attitude toward general worth of collegiate training.*

## IV. EFFECTS OF PROFESSIONAL TRAINING

Proper adjustment to modern teaching situations has come to be considered impossible without a background of professional training. In considering this it is well not to overlook the fact that there are those who would limit professional training to collegiate training. It is possible to maintain such a thesis when one thinks of a teacher only as an instructor in subject matter, but, to make teaching highly effective, to be sure that such subject matter as is imparted produces the desired results in those who have come to be educated, it is necessary to have a clear conception of methods of teaching based on differences in the various groups and individuals under instruction. This implies a permanent skill, a certain amount of which, it is to be admitted, is possible through two very different types of transfer—the transfer of training in closely allied activities and the transfer of teaching power through example. Those who are "born to teach" may have profited by such types of transfer but professional training would have made them stronger still.

It is difficult to define professional training since it is so all inclusive. Any pursuit that has as its end the improvement of teaching may be considered as a part or phase of professional training. For this reason there has grown up in this country a special type of training institution in which is carried on an intensive study of the many and varied theories and practices propounded and resorted to in building the modern school. This institution has been established in three distinct forms. First, there is the normal school, the oldest in point of service; second, the teachers' college; and third, the graduate department or graduate school of education.

The normal training school has usually been confined to a two-year course for the preparation of teachers for elementary schools and it has gone through a gradual process of evolution until, in its newer form, it has come to offer a highly differentiated program based on the psychology of individual differences. There are at least four advantages to be gleaned from the consummation of such a program. First, there is the opportunity for study under direction; second, the social contacts established with persons engaged in a like type of work are invaluable; third, a variety of problems met by many teachers is presented and discussed; and fourth, the progressive normal school offers newer methods of teaching de-

signed to keep pace with changing social conditions.

There is a widespread tendency to expand the two-year normal into a four-year teachers' college with the power to grant the baccalaureate degree. The motives prompting this expansion are many, but chief among them are: the desire to give the student complete training in subject matter, as well as method; to meet the requirement of college graduation demanded of students who are to teach in junior and senior high schools; to raise the standards for teaching in elementary schools, and to encourage more training among those who aspire to teach, indirectly creating the possibility of greater remuneration; to make a strong appeal to men whose numbers have been almost negligible in computing the enrollment in the two-year organization.

The courses offered by the teachers' college usually may be classified as historical, theoretical, and applied. As they are gradually being expanded and re-shaped, the courses in the history of education, while closely related to courses in general history and the history of special countries, provide an intensive study of the origin and development of modern educational problems. Courses in the theory of education are so linked up with the history of education that they are intended to present the implications of education as it (education) affects the progress of mankind. The applied courses also draw from the lessons of sociology, but have received their greatest impetus from the discoveries of applied psychology. Among the applied courses are usually courses in general and special methods of teaching, in the organization and administration of schools, in practice teaching, and in the observation of teaching. Recently there has developed a notable tendency to reorganize the applied courses on the basis of social rather than psychological foundations.

Nearly all of the larger higher institutions of learning have developed departments devoted to graduate study, in which the student may pursue courses leading to graduate professional degrees. A college of education may establish a graduate department, and thus the entire organization, because it has been extended beyond the scope of the ordinary college, may come to be known as a school of education, including altogether five years of training—two years upper-division work in the college and three years of graduate study. Again, all the work offered by a school of education may be of graduate character, and the division be known as a graduate school of education. These lines of distinction, however, must not be drawn too tightly, for types of organization are many and varied, and the nomenclature used in describing the work offered by a teacher-training division is in no sense uniform.

The professional study in education offered by graduate departments is intended for those who have achieved the baccalaureate degree, and who desire further intensive professional preparation in order that they may be better informed, better trained, and more directly in line of promotion to greater service in the field. Consequently, the type of student attracted to graduate study may be described roughly as one who has found it expedient to specialize on some particular project, study, or field of educational activity. The courses prepared for him are distinguished as graduate courses by three main characteristics. First, they are an elaboration of specific phases of collegiate courses preceding; second, they are guided by a maturity of thought and a conservatism of judgment not characteristic of earlier instruction; and third, they provide opportunity for

and encouragement of intensive research. Here the student will find some advanced courses in history, theory, and practice, but the emphasis will be placed upon laboratory research in which the laboratory will have been so expanded that it will include the lower schools.

It is hard to conceive of a condition in which all those who teach will have acquired the precise amount of professional training needed to meet successfully the various teaching situations presented. For not only does the need for professional training never cease, but there are no two teaching positions identical in every detail. In setting up minimum requirements for teaching or in setting up maximum goals to which the teacher should aspire, therefore, the problem of professional training becomes as

#### FISHIN'

"Johnny Dill  
Ran down the hill.  
Didn't do as he was bid,  
Ran away from school,  
He did  
Heard the school bell  
Call his name,  
But kep' on goin'  
Jes' the same.

Went down to the  
Alder brook  
Where he had a line  
An' hook.

An' he fished, an' fished,  
An' he  
Was as happy  
As could be.  
An' Johnny thought  
'At all he caught  
Was fish.  
But afterwards—  
Well—you jes bet  
He caught what he's  
Feel' yet.

How do I know?  
Why—er— you see—er—  
I was fishin'  
Same as he!"

—F. W. T.

acute as that of training the school child—each must be considered from the standpoint of his own needs and interests. For instance, in light of the organization of our present school system, it would be folly to require of each teacher the achievement of the doctorate, for the work that leads to the highest degree attainable demands a type of scholarship that might easily make the teacher of elementary-school or high-school pupils unfit for the task. As scholarship is now promoted, the potential scholar is apt to lose himself in the high-flown terminology of graduate study and forever cease to be able to look upon life situations through the eyes of an educable child.

On the other hand, it is not so unreasonable to demand that the acceptable teacher achieve the master's degree. For the person who has or is able to secure the baccalaureate degree, another full year's work at professional study is deemed advantageous in that it makes it possible for him to specialize in the particular line of work in which he has or is about to become engaged.

Yet these higher degrees, as well as the baccalaureate degree, are not possible and available to all those engaged in teaching. Resultingly, at the present time they are not demanded, else the ranks of the profession would be sadly depleted. The demand that has been emphasized, however, is that of professional training in some degree for each and every teacher. Even if we are willing to except those who are "born to teach," all others, it is assumed, would make failure less likely if they would proceed to pro-

fessional study under the direction of specially trained and experienced instructors.

Every teacher who seeks increase in efficiency through professional training is confronted with two significant questions. First, what type of training will be most valuable in light of present or prospective positions? And second, where shall such training be received?

For the prospective trainee it is more difficult to arrive at a satisfactory answer to the first question than the second. Those confronted with the problem fall into several different classifications. There is the person with no experience and no training; the person with some experience and no training; the person with some training and no experience; the person with some experience and some training; the person with a collegiate degree and several years of experience, etc. Each finds it necessary to seek out the type of training that will enable him to take the next successful step. Shall it be a two-year normal course, a four-year college course, a year, two years, or three years of graduate study? There is no general answer. The potentially successful teacher will ascertain the requirements set down by law and attempt to exceed those requirements.

Once the type of training has been determined upon, the place of training will depend upon several factors. Among these are: location of institution, cost to the student, educational and placement facilities, reputation of instructional staff, the presence of friends or acquaintances already or about to be enrolled, and the general comparative value of the certificate, diploma, or degree issued by the institution. The relative importance of these factors will have been influenced very much by the supply of and demand for teachers in the community or section in which the individual desires to teach.

Of course, the best point of evidence for professional training is centered in the success which professionally trained teachers have been accorded. Of course, also, professional training, in and of itself, does not guarantee lasting success; but the chances for lasting success are much more in favor of the professionally trained than those who are "born to teach" without training. The reasons for this are simple and practical. The world makes a place for the person who has completed something, who is able to say that he has been graduated from something. Superintendents and boards of education have come to recognize that the professionally-trained teacher is likely to have a better foundation that the untrained and are willing to make greater compensation for that training. And in that they are right. For, in the final analysis, social customs and conditions are changing so rapidly that only through organized professional contacts can the teacher hope to keep abreast of the newer methods demanded by this rapid and constant change. It would not be far wrong to surmise that a year of professional training is necessary for each three-year period of teaching experience.

In considering the matter of professional training, then, the superintendent may turn his attention to these points:

1. *Clarity of conception of methods of teaching, the psychology of individual differences, and the foundations of educational training.*
2. *Purpose of training—for itself or for credits.*
3. *Comprehensiveness of program of studies pursued.*
4. *Completion to a point of graduation.*
5. *Coincidence of training and requirements of position.*
6. *Coincidence of training and experience.*

(To be Continued.)



# Schools—Maintenance and Replacement

P. D. DuPont, Wilmington, Del.

A discussion of the subject of school costs ordinarily implies the cost of operating the schools, namely, the items of teachers' salaries, textbooks, the coal bill, janitor service, and the annual repair items. The capital investment in land, buildings, and equipment is usually given less thought, more specially when it comes to the question of maintenance and replacement. And yet these unanticipated factors have a way of making themselves known at most inconvenient times.

Let us therefore address ourselves to the cost of maintaining buildings over a period of years. Though none of the states of the Union is now planning to build an entirely new school system, the following illustration will enable us to arrive at certain cold facts.

Let us imagine a state, having 100,000 prospective school pupils, about to start a new system from the bottom up. At today's costs, \$350 per pupil will be needed for new buildings. The total cost will be \$35,000,000. The authorities, complacent in the possession of such a new outfit may not think of the future when these buildings will cease to be new or to a further future when they will be antiquated and must be replaced. More than likely they will claim great economy of operation on account of their very small early repair bill. No provision will be proposed or made for the later time of expensive repairs much less for the final disappearance of the building itself, a time supposed to be too far in the future to be even considered.

But a day of reckoning will surely come and provision should be made for the inevitable replacement of every existing school. If bonds have been issued they must be retired in due time so that reconstruction may be again paid from a bond issue without piling new bonds upon old bonds. If existing capital is used, it should be replenished through an obsolescence account, otherwise the state's capital will be destroyed and borrowing become necessary.

What will be the length of life of these buildings? It is important that we determine the number of years, though many will be discouraged in the attempt. The short cycle of one year is fixed in our mind from its repeated recurrence; we can hardly imagine a farmer doubting the wisdom of preparing for a July harvest of wheat by a planting in the preceding October. Who knows that there will be a July to follow a given October? From experience we believe it and we feel that we know it. Let us apply similar experience to longer periods and to school buildings.

## Changes in School Buildings

First, let us consider past decades. That of 1910-1920 gave us. (1) The introduction of more durable materials in construction; (2) the final development in use of fireproof materials; (3) the crystallization of standards of space and of lighting; (4) the development of ventilation more perfect than the opened window; (5) the recognition of special work; (6) the reduction of the school to a building of strict utility—a factory of learning free from useless and encumbering ornament.

During this decade the improvement of highways has made possible consolidations that are now recognized as giving to country children the advantages of city schools.

The years 1900-10 recognized the growing importance of features developed more fully in the succeeding decade but was hampered by lack of experience and by the high cost of necessary materials and appliances.

The years of 1890-1900 were seriously handicapped by lack of materials for fireproofing and for the special purposes of schools regardless of

their cost. Unilateral lighting was new but undeveloped in its application. Electric lighting was becoming available but electric appliances were almost unknown. Sanitary toilet rooms were beginning to develop. Steam heating was known but unregulated. Conditions of roads and transportation forbade consolidations.

The years 1880-90 gave us neither unilateral lighting nor any other substitute, natural or artificial, that is permissible today. There was no attempt at regulation of heating except through the window and door. No electric lighting or appliances. No fireproofing. No adequate toilet room fixtures and sanitary devices. It was the earliest decade whose buildings are today tolerable, but they are barely so.

When we examine the buildings and equipment of the period 1870-80 and of prior years, there will be no disagreement as to their hopeless inadequacy and as to the necessity of their replacement. Apart from the unsatisfactory conditions of these buildings, we find that few if any of them are now correctly placed to serve the number of pupils or the districts for which they were designed.

Those states, unfortunate enough to have in their school system buildings dating back to the American Revolution and intervening years, as we have in Delaware, can realize that there are few tolerable buildings of age greater than 40 years.

If we make careful examination of old schools we shall probably reach the conclusion that the 40-year cycle for these buildings is about as certain as the one-year cycle for the wheat crop. At most there will be little dispute between 40 and 50 years. One million dollars or any other sum invested in schools today will certainly disappear in 40 to 50 years, if history may be taken as a guide. Replenishing an outlay of \$1,000,000, if undertaken in time, is not expensive.

not warrant disregard of inevitable obsolescence nor the need of a study of actual conditions.

If our rebuilding has reached a normal rate, let us find one-fourth the number of pupils of the fourth preceding decade (not more than this fraction will be housed in schools aged 40 years), and add the increase of the preceding decade to provide for prospective new pupils. This will give the number for whom new accommodations should be provided. One-tenth of this total will furnish the measure of our annual building program, but we should increase the number by ten to fifteen per cent in order to care for inevitable vacancies in part of the schoolrooms.

## The Cost of Construction

The cost of buildings has changed much in the course of forty years. The following table, furnished by the National Industrial Conference Board, has been used to estimate the relative cost of building in different years. The percentages shown multiplied by 175 give approximately the cost per pupil of school construction plus equipment for each year. Naturally costs have varied somewhat in different localities but these figures are sufficiently accurate for the purpose of discussion.

Final figure of date	1880 to 1889	1890 to 1899	1900 to 1909	1910 to 1919	1920 to 1923
0	70.7	69.2	75.1	98.9	230
1	72.1	86.3	76.3	97.6	185
2	74.5	66.4	79.2	97.6	180
3	72.0	66.9	81.7	100.0	200
4	70.7	64.4	82.1	97.6	
5	70.0	64.2	85.6	97.8	
6	71.8	64.4	92.4	120	
7	69.7	63.4	96.8	140	
8	69.8	65.3	91.4	160	
9	69.7	73.1	91.7	180	

As the number of pupils to be cared for each year multiplied by the cost per pupil for that year will give the amount that should have been spent, the actual expenditure may be estimated by multiplying the capacity of schools built during the year by the corresponding per pupil cost.

Delaware's Building Record, Theoretical and Actual, for 40 Years Prior to 1920

	Due to be Spent	Actually Spent	Deficit	Pupils to be cared for	Actually cared for	Not cared for	Per cent not cared for
1880-'90	\$1,017,000	\$ 877,000	\$ 140,000	8,155	7,012	1,143	14
1890-'00	1,265,000	666,000	599,000	10,845	5,693	5,152	47
1900-'10	1,762,000	546,000	1,216,000	11,793	3,642	8,151	69
1910-'20	2,779,000	937,000	1,842,000	12,708	4,277	8,431	66
	\$6,823,000	\$3,026,000	\$3,797,000	43,501	20,624	22,877	53

At four per cent the sum of \$10,520 set aside and invested annually will equal \$1,000,000 in 40 years. At 4½ per cent the sum of \$9,346, and at 5 per cent the sum of \$8,278 will equal the same amount. In other words, one per cent of the value of our schools set aside each year will maintain the whole system indefinitely without other burden, that is if there is no increase in the number of pupils year by year.

The latter is a big "if," but one not difficult to measure. There is available at each decade the census of preceding decades. We have only to find the increase in the past and apply that increase to the present as an approximate measure of the number of new pupils to be accommodated in the future. In Delaware we find no decade since 1860 in which population increased more than 17 per cent or less than 9.5 per cent. In one case only did it increase more than 15 per cent. If Delaware had provided each year for an increase of 12 per cent, adjusting the slight error each decade, there would have been no part-time pupils in the state today.

It is a fact that nearly all, if not quite all, of the states have been in business for a sufficient length of time to have reached a condition where a few schools become antiquated each year instead of having to replace all at the end of 40 years. This fact simplifies the problem but does

From the above it appears that for forty years Delaware has continued to live on her principal and has thereby accumulated an indebtedness to her children of 22,877 times \$350, about \$8,000,000 as measured by today's cost of schools.

Fortunately a survey of conditions awakened a number of citizens to the result of this folly. Through the establishment of a building fund and the assistance of a number of communities in the state, much has already been done to restore normal conditions.

This study shows how failure to adopt and carry out a proper school building program may result in a most serious situation. Little Delaware accumulated an indebtedness to her public school system amounting to almost \$12,000,000. This debt was as real as that of any bond issue, even though its existence may have been hidden. It would be well for other states to make a survey of their condition and to make public the findings of fact. There is much criticism in these days of increasing state and municipal debts, but what will be the view of the critics when they discover the enormous item hidden in disregarded obsolescence of school buildings? Delaware has made a clean and frank statement of her lamentable position and has gone far toward regaining the lost ground. It is hoped that others may profit through her mistakes and

take action before the accumulation of hidden debt becomes too serious.

The Delaware campaign for better schools was inaugurated in 1917. Several surveys furnished a complete record of existing conditions. There was then placed in the hands of a non-political committee, a fund of sufficient size to complete a substantial part of the rebuilding program. The latter was developed slowly and carefully.

A study was made of the development of school building practice throughout the United States. From this, under the guidance of one of the leading school architects of the country and with the cooperation of the State Board of Education, complete specifications for the building of schools of every type were drawn up. The essentials of these specifications have been rigorously maintained and changes have been made in detail only by common consent of the public authorities, the committee and the architect. The conduct of the campaign has been remarkably free from disputes or differences of opinion.

To date \$4,200,000 has been expended and the following list of schools completed:

- 50 one room schools.
- 25 two room schools.
- 17 schools with three or more rooms on one floor.
- 4 schools with ten or more rooms on two floors.

(The preceding schools contain elementary grades only.)

- 6 schools with ten or more rooms on two floors, including high school grades.

The average cost of the different types of building and equipment complete has been accurately kept. (These figures do not include cost of land.)

	Cost per Pupil
Rural Grade Schools.....	\$250
City Grade Schools.....	375
Rural High and Elementary Schools.....	450
City High Schools.....	700

These figures include cost of buildings and equipment complete for occupancy. An additional cost varying from five to twelve per cent should be added to cover land, fencing, improvement of lot, sidewalks, flag pole, and water supply and sewage disposal outside of buildings. (Playground apparatus has not been furnished.)

It may be of interest to note the relation of the several parts of these installations:

Building, General construction work.....	66.7%
Heating and Ventilating System.....	11.6%
Plumbing System.....	3.7%
Electrical Work.....	2.7%
Equipment of School.....	6.8%
Architects' fee (6% on First 4 Items).....	5.1%
Overhead Expense.....	3.4%
	100.0%

An auditorium to seat 300 to 800 persons costs from \$60 per person, if incorporated in a one-story school building, to \$100 per person, if built as an addition to the school or where built on another story.

A satisfactory auditorium for 200 or less is arranged by a sliding partition that will permit throwing two classrooms into one.

#### Too Great Economy

Economy in public expenditure is so much talked about that it is easy for those in charge of public money to err on the too economical side and by undue saving actually waste money.

In letting contracts, it is a great mistake to bind our public official to the acceptance of the lowest bid. *Prima facie* this is the bid that should not be accepted. If much lower than others, it is nearly always made through oversight, misunderstandings, or intent to use inferior materials and workmanship perhaps without intent to use dishonest methods. A contractor, who has for any reason made a bid that is too low, is subject to temptation to gain relief by cutting the quality of the work and by winning the assistance of inspectors so that the public suffers in the end. Risks due to ac-

cepting too low bids are often accepting higher bids. Public interest would be well served if those empowered to let contracts were permitted to reject low bids in favor of higher ones, provided such act were supported by other independent public officials or bodies.

Economy in upkeep is a most important question. We all know that hard brick that resists all markings and injury is expensive, much more so than hard plaster, but the latter must be frequently repaired, and cleaned or repainted. The recurring cost of such repairs is only too frequently neglected in favor of low cost of original installation, as a matter of supposed economy. The result is a greater repair bill in the end and, what is worse, an example of waste and mismanagement presented to the eyes of every pupil every day. When good habits are to be taught there should be no exhibition of bad habits by the instructors.

The twentieth century has brought us to recognize a fact the existence of which has long remained either unknown or ignored, namely: The several states have embarked in two great business enterprises, the building and conduct of public schools and the building and maintenance of public highways.

The schools were valued by the Federal Census Bureau in 1923-24 at \$3,744,000,000, nine states each having more than \$100,000,000 invested. To provide these schools at today's cost would require \$7,000,000,000. Their main-

tenance and operation should cost \$2,000,000,000 annually.

There are about 3,000,000 miles of public highways in the United States. They have cost unknown billions in their now primitive condition. On these roads travel 20,000,000 motor vehicles worth at least \$6,000,000,000. The combined value of roads and vehicles undoubtedly surpasses that of the railroads and their cars. At least ten per cent of these roads must be improved as rapidly as possible with concrete or similar construction. At \$30,000 per mile, a modest estimate, this investment alone bids fair to cost \$9,000,000,000 and its maintenance and operation will require \$400,000,000 annually.

These two great enterprises dwarf all other state functions. They require all the skill of management that is accorded the most prominent industrial corporations. Their managers and engineers should be of the greatest calibre, should be chosen with great care and paid well for their important services. Those interested in the problem of public ownership of business enterprises will find a fruitful field for their attention in working to a successful and business-like management two of the greatest enterprises of history that have been assumed by our states. Their burdens can not be transferred to other shoulders. We have public ownership a plenty, let one endeavor to prove that we can have good public management.

## The Classification of Elementary School Pupils into Homogeneous Groups

Bertha Y. Hebb

"Are tests used in your school system for the homogeneous grouping of elementary pupils? If so, are they used 'extensively' or 'slightly'?" was one of the questions included in a questionnaire sent out in 1925 by the U. S. Bureau of Education to all school systems in cities having a population of 10,000 and above. Replies were received from the superintendents of 94 cities stating that tests, including group intelligence, individual intelligence, or standard educational tests, were used "extensively" in their school systems. The superintendents of some cities reported that one kind only of the tests were used in their respective school systems, others that two kinds were used, and others still that the three were used.

Table 1, below, gives the names of the 94 cities whose superintendents report that tests are used "extensively" in their elementary schools for the homogeneous grouping of pupils, together with the kinds of tests used.

Table 2 gives the names of the cities whose superintendents report that tests are used "slightly" for the homogeneous grouping of pupils, with the kinds of tests that are made use of. Replies were received from superintendents of 78 cities stating that such tests were "slightly" used, as may be seen from the table given below.

TABLE 1. CITIES IN WHICH TESTS ARE USED SLIGHTLY

	Group Intelligence	Individual Intelligence	Standard Educational
Atlanta, Ga.....	Yes	Yes	Yes
Camden, N. J.....	Yes	Yes	Yes
Chicago, Ill.....	Yes	Yes	Yes
Denver, Colo.....	Yes	Yes	Yes
Detroit, Mich.....	Yes	Yes	Yes
Grand Rapids, Mich.....	Yes	Yes	Yes
Indianapolis, Ind.....	Yes	Yes	Yes
Minneapolis, Minn.....	Yes	Yes	Yes
New York, N. Y.....	Yes	Yes	Yes
Oakland, Calif.....	Yes	Yes	Yes
Philadelphia, Pa.....	Yes	Yes	Yes
Pittsburgh, Pa.....	Yes	Yes	Yes
Rochester, N. Y.....	Yes	Yes	Yes
Salt Lake City, Utah.....	Yes	Yes	Yes
Trenton, N. J.....	Yes	Yes	Yes

	Group Intelligence	Individual Intelligence	Standard Educational
Worcester, Mass.....	Yes	Yes	Yes
Youngstown, Ohio.....	Yes	Yes	Yes

Cities Having a Population of 30,000 to 100,000

	Group Intelligence	Individual Intelligence	Standard Educational
Beaumont, Tex.....	Yes	Yes	Yes
Berkeley, Calif.....	Yes	Yes	Yes
East Chicago, Ind.....	Yes	Yes	Yes
East Orange, N. J.....	Yes	Yes	Yes
Elmira, N. Y.....	Yes	Yes	Yes
Erie, Pa.....	Yes	Yes	Yes
Everett, Mass.....	Yes	Yes	Yes
Fort Wayne, Ind.....	Yes	Yes	Yes
Gary, Ind.....	Yes	Yes	Yes
Highland Park, Mich.....	Yes	Yes	Yes
Kalamazoo, Mich.....	Yes	Yes	Yes
Kokomo, Ind.....	Yes	Yes	Yes
Lakewood, Ohio.....	Yes	Yes	Yes
Lincoln, Nebr.....	Yes	Yes	Yes
Long Beach, Calif.....	Yes	Yes	Yes
Lorain, Ohio.....	Yes	Yes	Yes
Meriden, Conn.....	Yes	Yes	Yes
Mobile, Ala.....	Yes	Yes	Yes
New Britain, Conn.....	Yes	Yes	Yes
New Brunswick, N. J.....	Yes	Yes	Yes
Oak Park, Ill.....	Yes	Yes	Yes
Pittsfield, Mass.....	Yes	Yes	Yes
Newton, Mass.....	Yes	Yes	Yes
Racine, Wis.....	Yes	Yes	Yes
Roanoke, Va.....	Yes	Yes	Yes
San Diego, Calif.....	Yes	Yes	Yes
Sioux City, Iowa.....	Yes	Yes	Yes
Terre Haute, Ind.....	Yes	Yes	Yes
Winston-Salem, N. C.....	Yes	Yes	Yes

Cities Having a Population of 10,000 to 30,000

	Group Intelligence	Individual Intelligence	Standard Educational
Aberdeen, S. Dak.....	Yes	Yes	Yes
Ambridge, Pa.....	Yes	Yes	Yes
Atchison, Kans.....	Yes	Yes	Yes
Auburn, Me.....	Yes	Yes	Yes
Bridgeton, N. J.....	Yes	Yes	Yes
Canton, Ill.....	Yes	Yes	Yes
Carrick, Pa.....	Yes	Yes	Yes
Cleveland Heights, O.....	Yes	Yes	Yes
Clifton, N. J.....	Yes	Yes	Yes
Coatesville, Pa.....	Yes	Yes	Yes
Cumberland, Md.....	Yes	Yes	Yes
Dunkirk, N. Y.....	Yes	Yes	Yes
El Dorado, Kans.....	Yes	Yes	Yes
Enid, Okla.....	Yes	Yes	Yes
Guthrie, Okla.....	Yes	Yes	Yes
Helena, Mont.....	Yes	Yes	Yes
Hibbing, Minn.....	Yes	Yes	Yes
High Point, N. C.....	Yes	Yes	Yes
Johnstown, Pa.....	Yes	Yes	Yes

(Concluded on Page 148)



# The Annual Report

R. C. Clark, Superintendent of Schools, Seymour, Conn.

"I always approach the task of making an annual report with a feeling of despair. What to say, how to say it, what to omit, are questions which I find difficult to answer. After I have published a report I often feel it is largely futile. I do my best but often wonder if, like the good churchman that I am, I have not 'done the things I ought not to have done and left undone the things I ought to have done.' I confess it is the most unsatisfactory thing I do."

The above quotation is from the lips of an able and experienced superintendent to a group of his fellows. I am here recording some of my own conclusions, having given much thought and study to this problem in writing my annual report for the past fourteen years.

## The Character of the Report

In towns of five to ten thousand people the school report is usually published in the back part of the general town report. Probably a separate report would command a more general reading. There is a tendency, however, in the small towns to consider this a needless extravagance. If this opinion is sufficiently strong to prohibit a separate report, the superintendent will find that if he will give a copy of his report as accepted by the board of education, to the reporters, the newspapers will give prominent space to parts that are vital and interesting. In this way he will reach the general public.

Most school reports are in two parts, the financial report and the report of the superintendent. In some towns there is an additional report by the secretary of the board, but the general practice is for the board to accept the report of the superintendent and order it published as its own.

## The Financial Report

The financial report is written by the member handling the finances. In former years it was the practice to record every order drawn on the treasurer. Thus, there would be twelve items to show that John Doe had received nine hundred dollars in twelve monthly payments for his services as janitor of Center School. This can and should be condensed, to one entry of the amount paid each individual during the year under the various items of the school budget. Thus, we find under the heading of Janitors' Salaries, the name of John Doe, \$900. There is an advantage here in clearness as well as economy of space. Many find that they can condense further by simply publishing the amounts spent in the several items in the budget. In most of the small and medium sized towns, however, pitiless publicity is advisable. People like to know the amount received by each individual. Condensing must not be carried to such an extent that it seems as though something were covered up. The people have a right to know what is being done with their money.

## The Superintendent's Report

In writing his share of the school report the superintendent will do well to consider for whom he is writing. Although addressed to the board of education and subject to its approval, his report is really written for the edification of the general public supporting the schools. The wise superintendent has kept the members of his board well informed of the condition of the schools. He has acquainted them with his educational program and has discussed each step taken toward the accomplishment of it. In fact, if he has an adequate publicity program, the public is somewhat acquainted. It remains for him in his annual report to summarize and record. Projects new to the public may, and often should be, proposed but not until these projects are familiar to and approved by the

board of education. The writer should keep in mind that his aim is to reach the person not officially connected with the schools.

## The Content of the Report

The report must tell much in a short space. The typical report in Connecticut covers about eleven pages of printed matter. This may be too long and it may be too short. If it is pregnant with pertinent information and timely, purposeful discussion, more space could be used. If there are items which neither tend to clarify the conception of the condition of the schools, nor have a bearing on their future development, it is too much space. Furthermore, if the story could be told clearly in fewer words it is too long. Very few will read a long-drawn-out report. We have no right to put the town to the unnecessary expense of printing useless material.

## The Use of Statistical Tables

Mr. A. D. Simpson, in a study of Connecticut school reports, finds that in 120 of them, 51 per cent of the space is devoted to statistical tales. It is probably a safe assumption that not all of these statistics were necessary or even useful. There should be no statistics in the annual report which are not necessary to show the condition of the schools. Even these may be condensed into a surprisingly small space. Before introducing statistical tables the superintendent should ask four questions. Are they necessary as a matter of record? Are they significant in the analysis and solving of school problems and needs? Are they intelligible to the reader? Could they be condensed?

As a matter of record most towns publish as a heading the names of the members of the board of education and the date of expiration of their terms of office. Probably this is necessary for future reference. Pupil lists are a waste of space. Many reports include a list of graduates of the high school and some a copy of the graduation program. These do not seem essential as printed programs are furnished at the graduation exercises and graduates who wish to see them again will find copies filed away in the attic or at the superintendent's office. Out of courtesy to the generous-minded people who have contributed prizes, and in acknowledgment of the superior work of the winners of them, it seems necessary to include a list of prizes offered and the names of the successful competitors.

The enumeration, registration, average attendance, and number of teachers employed during the year seem to be relevant data. For comparative purposes a table showing these items for each of the past five years is both interesting and useful. For the benefit of the historically-minded a similar table showing the above items at five-year intervals for 25 years may be inserted occasionally. Probably once in five years is often enough for the latter table. To the first table I have usually added a line giving the growth each year. To some minds the growth of the schools may be made clearer by the use of either a curve or a line graph. The table seems much more compact. The graph is a striking presentation of the facts. It may be well to use the two methods different years.

## Registration and Attendance

Up to five years ago I was accustomed to giving the registration and average attendance by rooms with the name of each teacher, the number of pupils under her instruction, and the average attendance. This seemed too long, cumbersome and insignificant, and it was omitted. Some inquiring minds, however, wanted to know how our pupils were distributed,

and whether the teachers had a sufficient number of pupils to justify their employ. To satisfy these and others who felt that our teachers were overburdened by the numbers in their rooms, we devised a table giving the names of the different schools, the net registration in each, the average attendance, and the average number of pupils registered per teacher.

## Efficiency and Training of Teachers

Good teachers are essential to good schools. This is axiomatic. It is, therefore, fitting that some space be devoted to a discussion of the teachers. The efficiency of a teaching force is shown to some extent by the training and experience of its members. To show the training we mention the number of teachers who are college graduates, the number who have a master's degree, the number of normal graduates, and the number who are graduates of high school only. In these days of summer schools and Saturday courses, teachers should be encouraged to take further study while in service. Those who do so should receive some sort of recognition. Where there is a bonus allowed for such teachers, the number taking the courses should be mentioned. Where there is none, the very least the administrator could do would be to mention these teachers by name.

A table which takes up little room gives the number of teachers with no previous experience, with one, two, three, four, and five or more years of experience. This table revealed last year that, in our own school system, only 46 per cent had taught five or more years. Conclusions drawn from the tables must be carefully pointed out or the lay reader will not comprehend them.

As a matter of record it seems well to include the names of the teachers who have left the service and those who have entered. This can be done easily by two tables, one giving the name, position, and years of service of those leaving, the other giving the name, position, training and number of years' experience of those entering the service.

If there is a change in the policy of hiring or grading teachers this should be explained to the public. In 1922 our board of education was ready to vote that new teachers in the grades must be normal graduates. I inserted a paragraph in the annual report supporting the wisdom of this policy. In 1923 the board decided to hire some inexperienced normal school graduates, repealing a rule that all candidates have one year's experience. It was pointed out, in the annual report, that the best of the normal graduates were hired in other towns at about the same salary we could offer, and that they were reluctant to change after a year's experience.

The above is by way of illustration. The public were taken into our confidence. The members of the board were convinced first. Observation and experience led me to the conviction that, if a superintendent cannot convince his board of education he cannot convince the general public through a town report. If he should succeed, his relations with his board might become strained and impede further progress.

## School Building Maintenance and Repairs

One section of the report will usually deal with school buildings. It may be that more rooms are needed. Possibly some extensive repairs are needed or have been made. This should be clearly and definitely stated. If a new building is needed and it is intended to try to secure an appropriation, it is well to include all data and arguments that bear on the subject. Many boards find it expedient to plan a program of repairs or improvements cov-

ering a period of years. This program and the reasons for its adoption may be clearly stated either in its entirety, or in such sections as it seems possible to accomplish. The point is that the writer should have some definite objective. If he has none this section may be omitted.

Many citizens view with alarm the rapidly increasing cost of schools. Others feel that the home town is the most extravagant in the country. Still others would plunge recklessly regardless of cost. A discussion of the cost per pupil in average attendance, with a frank discussion for the reasons for increasing the cost, may have its place in the report. Comparative tables or graphs show that so far from being the most extravagant, the home town is comparatively conservative. They may show that there is an increase of wealth in the town which allows a more liberal policy. People do not want their children neglected in order to save money, that they cannot afford to spend, neither do they want to spend money for which they do not get an adequate return.

#### Organization Problems

Organization problems have a place in the town report. It may become necessary to have a non-teaching principal in some of the buildings. The reasons for this should be explained. "What does a principal do?" is a question the layman has a right to ask until he gets a definite answer. It may become necessary to relieve the superintendent of some of his clerical work. The annual report may include a discussion of the work a superintendent should do, and of the work which could be done by a clerk leaving him free for more important tasks. The next year the help having been granted, a brief statement of the fact that the clerk has made possible certain definite accomplishments is sufficient. It does not pay to harp on remote and unattainable projects. The public has a right to know of desirable and possible improvements that may be made.

## Turnin' Over A New Leaf

J. P. Hoffman, Worthington, Minn.

Things had been gettin' worse in our school district ever since Dan Browser moved onto the old Fall place north o' the creek two years ago. Before he came, there was never any trouble at the school meetin's. The board hired teachers as cheap as they could, kept expenses down, an' got along all right.

But the very first year Dan Browser moved in, what do you think he did? He brought his wife an' seven other women to the school meetin' an' elected Ben Falver on the board! An' not only that, but he wanted the district to hold school for nine months in the year!

I've lived in this district for 27 years an' we have never had more than seven months o' school and the taxes have been high enough at that, with school ma'ams takin' seventy-five dollars a month an' wantin' new books an' chalk an' what not every term.

Dan had a line o' stuff about boys in the country needin' just as good schoolin' as boys in town, an' that it wasn't right to penalize them because o' the accident o' their havin' been born in the country without their consent.

That kind o' talk seemed to go like candy with the women an' with some o' the younger men, too; but how is a farmer goin' to get his corn plowed an' his oats shocked if his boys an' girls are sittin' in school parsin' verbs an' readin' poetry?

They leave home anyhow, just as soon as they get big enough to be of real help. Take old Jake Hall. Jake had five big, strong, husky boys that he raised right here on one o' the best farms in the county, an' what happened?

#### Reporting Methods and Results in School Work

Purposes, methods and results in actual school work have in the past been presented rarely and usually in very general terms. The school report has dealt almost wholly with the machinery of education and very little with education itself. We can, and should include, this important phase of the work in our reports. In doing so, however, we must remember that we are writing for the layman and not for professional schoolmen. It would be unkind to inflict an exhaustive pedagogical discussion on them. The best way is to take some particular phase of teaching, such as arithmetic, or reading, etc. If arithmetic is chosen it is well to point out definite steps to improve the arithmetic. The results of standard tests compared to the accepted standards, or as compared to former years, tend to show whether these steps had been a success or not.

Promotions and failures are serious school problems. Age-grade statistics may be an aid in the stating of the problem or partial evidence of its solution.

#### Other Special Reports

Most reports include the report of the high school principal, music supervisor, drawing supervisor, and the penmanship supervisor. Possibly these are not all necessary. Where they are given they should be carefully edited. It is not profitable to tell the public annually that the senior class gave the annual play, that the teachers cooperated with the music teacher, and that seventeen pupils won penmanship buttons. Only that which contributes to the general usefulness of the report should be published.

The purpose of the report is not propaganda. It is to give a true and faithful picture of the condition of the schools and to point the way for their improvement. If this purpose is kept in mind, and every page is utilized toward the accomplishment of it, we shall find the writing of the annual report a more satisfactory if not an easier task.

Two left home before they were 18, an' the others went too, just as soon as they reached 21. Now Jake is too old to farm an' rents his place to a total stranger.

An' then this stranger has the gall to say that it is all old Jake's fault an' ours for not givin' the boys a fair chance at home.

I don't mind bein' insulted but I object to havin' it rubbed in. I was a member o' this school board before Dan Browser wore long pants. The desks in that schoolhouse are wearin' the marks o' men worth ten times the money Dan Browser has. Children are sittin' in the very seats made sacred by their grandmothers an' grandfathers an' now Dan Browser comes along an' tries to get this district to build a new schoolhouse.

He claims that because we don't plow with ox teams any more, an' don't bind grain by

#### THE MAD RUSH

America is be-telephoned, be-motorized, be-movie, be-radioed and be-jazzed to such a degree that only the calmest, most hardy and even hardened maturity can endure the resultant physical strain, not to speak of the unethical and unspiritual reactions. Irritated and shattered nerves are seeking surcease of misery in new types of excitement keyed yet one pitch higher, or in drug stimulation; or, failing in these, collapse in utter physical prostration and spiritual paralysis. If maturity cannot and does not endure the physical strain of this mad whirligig, what of youth?—Susan M. Dorsey, Los Angeles, California.

hand, that we should spend four or five thousand dollars for a new schoolhouse. Said right out in open meetin' that men were buildin' cow barns with individual drinkin' cups for the cattle but let twenty children use the same pail an' dipper for five years. Said that fathers were warmin' the feed for the hogs but let the children eat cold lunch at school every day. Said that men paid two hundred dollars for the latest model binder but kicked on spendin' fifty cents to improve their school.

I was fightin' mad, but would you believe it—half the people in the schoolhouse got right up on their feet an' cheered! Somebody—I just couldn't catch who it was—shouted right out that that's what he had wanted to say for ten years but that the old gang would have run things to suit themselves anyhow. The old gang! It's a good thing he didn't mention any names, or rheumatism or no rheumatism, I would have thrashed him on the spot! I've been on the school board o' this district for a quarter o' the century, an' now at the instigation o' the first bolshevist who comes in, the neighbors stand up in their seats an' cheer.

That was a year ago.

Yesterday the district had its annual school meetin' again, an' Dan Browser was elected a member o' the board. Well, my term doesn't expire until next year, but I almost handed in my resignation the minute Dan Browser was elected. I know when I'm licked an' I was licked right then. Folks aren't what they used to be—that is, they don't show good judgment any more. That meetin' voted to hold nine months o' school, and to build a new-fangled schoolhouse, hire a teacher who had graduated from some trainin' college, an' buy another acre o' land for schoolgrounds an' build some sort o' contraption on it called playground apparatus.

An' then what do you think they did? After the meetin' was over they decided to organize a Farmers' Club. They are goin' to build a kitchen or somethin' in the schoolhouse—think o' that—so that the children can eat hot soup for dinner an' so that the club can use the dishes an' things for its meetin's. An' the women are talkin' of organizin' a nutrition class—whatever that is—an' join similar classes that the county agent or someone over at Woonster is runnin'.

I went to town today to get my mind on some other things for a while an' what do you think John Bennett said when I came into his bank? He said, "Well, I hear that you are goin' to loosen up an' give yourselves a respectable school plant out your way. You should have done that years ago. It will add five dollars an acre to the value of your land an' will have a tendency to keep your boys from leavin' you as soon as they are able to go. I congratulate you."

I've been thinkin' it over since I came home an' I have reached the conclusion that I've been somethin' of a fool. If a wise old man like John Bennett agrees with Dan Browser an' the rest o' my neighbors, I know I've been a fool. I've been licked an' that generally hurts, but I'm glad they've done it.

In spite o' my rheumatism, I'm not too old to turn over a new leaf, an' I'm turnin' it!

Know what I'm goin' to do? I'm goin' to see that some Boys' an' Girls' Calf Clubs, an' Pig Clubs an' Poultry Clubs an' just plain Garden Spot Clubs are organized in our neighborhood. I went over to see the County Club Leader after talkin' to John Bennett an' I've got it all fixed.

If the boys an' girls are leavin' us because we aren't doin' somethin' to keep them, why then we are goin' to start right now doin' somethin'.

It still makes me sore to think that some stranger has got to come in an' start it, but I'll be gol darned if he will be able to say we didn't help him finish it.

#### V. LIM

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# The Legal Status of School Bonds

Neil F. Garvey

(Continued)

## V. LIMITATIONS UPON THE EXERCISE OF THE BONDING POWER

In addition to prescribing specifically the purposes for which school districts may incur indebtedness, the states have deemed it advisable to impose additional restrictions upon the use of such power. These limitations are essential if the credit of the district is to remain unimpaired. They also protect the sources of revenue, to which the state must look for its funds. Without them, many districts would pass the burden of maintaining schools on down to posterity, where the alternative of repudiation or of severe curtailment of educational opportunity would become inevitable.

A summary of the usual restrictions imposed by the various states is given in Table 11. It will be seen from this table that there is considerable difference of opinion as to what safeguards it is necessary for the state to erect. The range of maximum terms for which bonds may run is from ten to forty years. That most generally specified is twenty years. Four states, Alabama, Connecticut, Georgia, and Maine,

have not deemed such a restriction necessary, but have depended upon the action of the electorate to hold the exercise of such power within due bounds. The amount of interest which these instruments may bear varies from four per cent in the case of Vermont to eight per cent in other instances. Over half of the states are agreed upon six per cent as a maximum. A few cases also appear in which no statutory provision in this regard is to be found.

There is no uniformity as to the denominations in which the issue may be made. In no less than 33 states the limits in this respect have not been circumscribed by law. It is almost a universal rule that bonds must not be sold for less than par. Only three states have legally sanctioned such a procedure, although a few others are silent upon the question.

In every instance where the maximum amount of bonds is specified, the limit is stated in terms of percentage of the property valuation of the district. This percentage varies from two per cent to twenty per cent. The extent

of property considered for the basis is also lacking in uniformity. In some cases only real estate is considered, while in others it includes personal property; in some cases the base is defined as the property valuation (without stating whether that be full or assessed value), while in others it is limited specifically to the assessed or taxable value. The last preceding assessment for taxation is the usual means of determining the valuation upon which to base this limitation. There seems to be some confusion as to the status of an issue of bonds which exceeds these statutory limitations. A Texas court has held that when bonds are issued in excess of such amount as may be designated in the law, that the issue is valid up to, but not exceeding that amount.<sup>39</sup> A contrary view is taken by the courts of Missouri, as follows: "When a district authorized the issue of bonds

<sup>39</sup>Patching v. Hutchison, 118 S. W. 878, judgment reversed.

Hutchison vs. Patching, 126 S. W. 1107, which is reversed on rehearing, 129 S. W. 603, Texas 497, rehearing denied 131 S. W. 400, 103 Tex 497.

TABLE II  
LIMITATIONS ON BONDING POWER

State	Maximum number of years	Maximum interest rate	Payable	Denomination	Minimum sale price	Maximum amount of bonds
Alabama	20	6%	S. A.	Option of board	Par	6% of taxable property
Arizona	Option of board	6%	ann. **	Option of board	Par	5% of taxable property
Arkansas	40	6%	S. A.	Option of board	Par	5% of taxable property
California	40	8%	S. A.	Option of board	Par	5% of taxable property
Cities of 5th class	40	8%	S. A.	Option of board	Par	5% of taxable property
Colorado	40	6%	S. A.	\$100, \$500, or \$1000	Par	5% of taxable property
Districts 1st and 2nd class	40	8%	S. A.	\$100, \$500, or \$1000	Par	3 1/2% of taxable property
Districts 3rd class	40	8%	S. A.	\$100, \$500, or \$1000	Par	5% of grand district
Connecticut	25	6%		Option of board		5% of real estate
Delaware	25	6%		(Option of the electors)		
Florida				Option of board		
Georgia				(Option of the electors)		
Idaho	20	6%		Not less than \$100	Par	6% of property valuation
Illinois	20	7%		Not less than \$100	Par	5% of property valuation
Indiana	25	5%		Not less than \$100	Par	2% of taxable property
Iowa	20	5%	S. A.	\$100-\$1000	Par	5% of actual value of taxable property
Kansas	15	6%	S. A.	\$100-\$500	.95 of par	5% of taxable property
Kentucky						
Cities of 1st and 2nd class	30	6%		\$100-\$1000	Par	10% value of taxable property
Cities of 3rd and 4th class	30	6%		\$100-\$1000	Par	5% value of taxable property
Cities and towns of 5th class	30	6%		\$100-\$1000	Par	3% value of taxable property
Other districts	30	6%		\$100-\$1000	Par	2% value of taxable property
Louisiana	40	5%				10% of assessed valuation
Maine						5% valuation of district
Massachusetts	20				Par	3% of assessed value
Michigan						
Common district	30	8%		\$50	Par	15% total assessed value
Districts of 1500 to 100,000	30	8%		\$50	Par	5% total assessed value
Districts of 100,000 to 250,000	20	6%			Par	3% total assessed value
Districts over 250,000	30	6%			Par	2% total assessed value
Minnesota	15	7%	S. A.	Option of board		15% assessed value of taxable property
Mississippi	25	6%	S. A.	Option of board	Par	5% value of taxable property
Missouri	20	8%	S. A.	\$100-\$1000	.90 of Par	3% value of taxable property
Montana	20	6%			Par	20% assessed valuation
Nebraska	20	6%				
Nevada	20	6%			Par	
New Hampshire	20	5%	S. A.	Option of board		5% of assessed valuation
New Jersey						
a. For land	40	6%	S. A.	Not less than \$500	Par	5% of taxable property
b. Building						
1. Frame	20	6%	S. A.	Not less than \$500	Par	5% of taxable property
2. Non-fireproof	30	6%	S. A.	Not less than \$500	Par	5% of taxable property
3. Fireproof	40	6%	S. A.	Not less than \$500	Par	5% of taxable property
c. Repairing						
1. Frame	15	6%	S. A.	Not less than \$500	Par	5% of taxable property
2. Non-fireproof	20	6%	S. A.	Not less than \$500	Par	5% of taxable property
3. Fireproof	30	6%	S. A.	Not less than \$500	Par	5% of taxable property
d. Furnishing	10	6%	S. A.	Not less than \$500	Par	5% of taxable property
New Mexico	20-30	6%				
New York City	50	6%		\$25-\$100	.90 par with accrued interest	6% of assessed property value
Districts	20	6%			Par with accrued interest	10% assessed real estate
North Carolina	20	6%	S. A.	Option of board	Par	10% assessed real estate
North Dakota	30	6%	S. A.	\$50 or multiple thereof	Par	5% of property valuation
Ohio	40	6%				
Oklahoma	25	5%	S. A.	Not less than \$100	Par with accrued interest	5% of taxable property
Oregon	20	6%			Par	5% of property valuation
Pennsylvania	30					7% of assessed valuation
Rhode Island						3% of taxable property
South Carolina	20	6%		Option of board	Par	4% of assessed property value
South Dakota						
Common District	20	7%	S. A.	\$50-\$500	Par	5% of assessed valuation
Independent District	20	7%	S. A.	\$50 minimum	Par	7% of assessed valuation
Tennessee	25	5%	S. A.	\$100-\$100,000	Par	3% of value of taxable property
Texas	40	6%			Par	Tax never to exceed \$0.50 on \$100
For frame building	20	6%			Par	Tax never to exceed \$0.50 on \$100
Utah	20	5%			Not specified	4% of assessed value
Vermont	20	4%	S. A.	\$50-\$1000		10 times amount of last grand list
Virginia	30	6%		Option of board	Par	18% real estate valuation
Washington	25	6%		\$100-\$1000	Par	5% of taxable property
For permanent improvements	40	6%		\$100-\$1000	Par	5% of taxable property
West Virginia	34	6%			Par	5% of taxable property value
Wisconsin	15	6%				5% of assessed valuation
(If from state trust fund)		4%				% of which shall be on realty total issue not to exceed \$25,000
Wyoming	25	6%				2% of taxable property value

\* S. A.—semi-annually

\*\* ann.—annually

in excess of the five per cent limit recited in the statutes and in Section 12, Article X of the constitution, all of such issue is void, notwithstanding that the district received the proceeds thereof."<sup>40</sup>

"Debts contracted by the school corporation of a city for school purposes cannot be considered as debts of the civil city in determining whether such corporation is indebted to the constitutional limit when such civil city had no part in contracting such debts, even though such debts may not be valid obligations against such school corporation."<sup>41</sup>

A few other restrictions, which were not included in the foregoing table, might also be noted. School districts of Kansas having less than fifteen children between the ages of 5 and 21 within their limits, are by terms of the law providing for the issuance of evidences of district indebtedness, prohibited and debarred from floating loans to secure the necessary funds for the building or purchase of school-houses. Nebraska has a somewhat similar provision to prevent the use of the bonding power unless there are twelve children of school age residing in the district. Moreover, no issue may be made in excess of five per cent of the last preceding assessment of the taxable property of the district for state and county purposes, unless the district has over one hundred school children.<sup>42</sup>

The statutes of South Carolina contain a great deal of special legislation exempting particular counties from the operation of the provisions limiting the amount of bond issues. Mississippi also makes a few exceptions to the imposition of such restrictions, where the purpose of the issue is to pay outstanding legal obligations, etc., or for the purpose of improving self-supporting public utilities.<sup>43</sup>

New Hampshire places a restriction upon the sale of the notes, by providing that a school board may "hire" money "only" of individuals living in the town in which such school district is located.<sup>44</sup>

In the opinion of the Attorney General of Washington, a school board may be enjoined from issuing bonds in an amount less than that voted by the electorate.<sup>45</sup>

**Summary:** In order to protect posterity, and to preserve the source of revenue upon which the state is dependent to a large extent, the borrowing power of the school districts has been circumscribed, by constitutional or statutory provisions. The most common restrictions are: maximum term of bonds, maximum rate of interest, time of payment of interest, denomination of bonds, minimum sale price, and maximum amount of issue. There is a rather wide variation in the provisions of the different states, except with regard to the interest rate, upon which over half the states have agreed as six per cent. A few miscellaneous exceptions appear in a few instances.

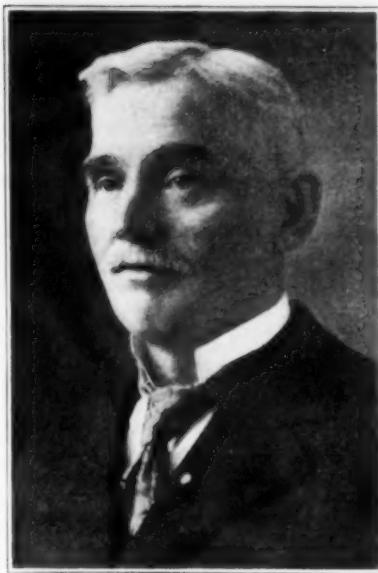
(To be Continued)

G. E. LOGAN

**President of Board of Education, Nevada, Mo.**

Mr. G. E. Logan is one of the oldest residents of Vernon county and at the same time one of the most progressive. During his long, active life Mr. Logan has always taken great interest in the schools of his county, and has not allowed his large business interests to obscure the educational needs of the city of Nevada.

Mr. Logan has served on the board of education of Nevada for the past twelve years and



G. E. LOGAN,  
President of the Board of Education,  
Nevada, Mo.

has headed this body as president for the past nine years. During this period much improvement and growth has taken place in the city school system. A splendid corps of teachers have been retained from year to year, thereby eliminating the loss from short tenures. A building and remodeling program which has extended over a period of four years has just been completed. Every building in the system is now modern and is equipped with up-to-date furnishings. The extent of this school improvement program reaches near the \$400,000 mark.

The interest of Mr. Logan is not only shown in his constant attention to the operation of the schools and to the efficient management and superior teaching, but by his personal generosity. Three years ago he purchased and presented to the Nevada school district a park and athletic field, and one year ago he purchased moving picture equipment valued at \$1,000 and had it installed in the new high school auditorium.

Although Mr. Logan is now past 70 years of age he is very active; his chief recreation is horseback riding and playing with children. These forms of recreation keep him young in spirit, and being young in spirit he is one of the most forward-looking and progressive men in all southwest Missouri.

#### BOARD MEETINGS MADE EFFECTIVE Supt. G. W. Todd, Fort Lupton, Colo.

In recent years it was found that the monthly meetings of the Fort Lupton board of school directors were ineffective because of the time spent on petty details and the lack of attention to the really essential problems. Most of the time of the members was given to passing on bills and the discussion of petty details. The records of the meeting were inadequate and lacked a knowledge of the important transactions and the action of the board on the several matters.

Under the plan adopted within the past year all board meetings are conducted according to a definite program, prepared by the superintendent previous to the meeting. The order of procedure, as worked out, includes the reading of the minutes of the previous meeting, action on bills and report of petty cash, action involving policies of procedure, and superintendent's reports on school conditions.

The minutes of the regular meetings are kept in loose-leaf form. Important data included in reports is typed and attached to the regular minutes.

An example is offered in an actual copy of the minutes of the February meeting. This included the adoption of a salary schedule, the purchase of a high school site, some matters of

considerable significance, and the action of the members upon matters to be later included in the superintendent's report.

#### Minutes of Regular Monthly Board Meeting Held At School--Tuesday, February 9, 1926

All members present.

Minutes of January meeting read, approved, and signed.

Usual bills allowed.

Reports on Petty Cash and Local Receipts.

Board action taken as follows:

1. Teachers' salary schedule adopted.
2. Superintendent authorized to have Mr. Crist draw up papers necessary for purchase of Reynolds' plot.
3. Agreed to secure Dr. Irving P. Johnson and President G. W. Frasier for commencement speakers if possible.
4. Permission granted to Foreman's School, to meet weekly in the schoolhouse. Smoking allowed.
5. Superintendent authorized to attend national meeting at Washington, D. C., requiring absence from Feb. 18 to March 4.
6. School invited by Mr. Landell to visit Condenser on Tuesday, Feb. 16. Invitation accepted.

Reports:

1. Parent-Teacher program for February furnished by school.
2. Pupils given special promotion doing even better than was expected.
3. Quarterly financial report from County Treasurer discussed.
4. Plans for taking census presented.
5. Johnstown Basketball Tournament--March 1, 2, and 3.

Data Attached:

- List of Bills Payable.
- Petty Cash report.
- Local receipts.
- Comparative Data on Salary Schedule.
- Rules pertaining to operation of Salary Schedule.
- Opinion of County Attorney on Purchase of Land.
- Report on Pupils receiving special promotion in October.

Minutes Approved:

.....President  
.....Treasurer  
.....Secretary

#### ANNOUNCE TENTATIVE PROGRAM FOR NATIONAL ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

President E. M. Brown of the National Association of School Business Officials has announced the tentative program for the next meeting of the Association, which will be held May 18th, at the King Edward Hotel, Toronto, Canada.

The meeting will open with addresses of welcome by Hon. G. Howard Ferguson, prime minister of the Province of Ontario, and by Hugh L. Kerr, chairman of the board of education of Toronto. The response will be made by Mr. William Dick, secretary of the board of education, Philadelphia, Pa.

Mr. H. L. Mills, business manager of the board of education, Houston, Tex., will talk on "Preparing and Presenting a Budget for a City of One Hundred Thousand Population"; Mr. R. M. Milligan, superintendent of buildings, St. Louis, Mo., will discuss "Effective Landscape Setting for School Buildings"; Mr. C. R. Reed, superintendent of schools, Bridgeport, Conn., will talk on "Efficiency in Administrative Organization"; Dr. A. C. MacKay of Toronto, will discuss "Industrial Education"; Mr. Samuel Gaiser, superintendent of schools, Newark, N. J., will talk on "The Purchase of Equipment and Supplies"; Mr. C. L. Barr of St. Louis, Mo., will discuss "Public School Lunchrooms," and Mr. F. P. Rodgers of Jamestown, N. Y., will take for his subject, "The Duties and Responsibilities of a Purchasing Agent in a City of 45,000 Population."

The subject of financing and accounting will be handled by Mr. H. H. Beckett, Chicago, that of indexing by Mr. C. E. Gilbert, Chicago, and low pressure heating by A. L. Sanford of Minneapolis.

At the banquet on May 19th, in the ballroom of the Hotel, the speakers will be Mr. J. D. Cassell of Philadelphia, acting for the committee on housing; Mr. H. C. Roberts for the committee on cooperative and service exchange; Mr. D. D. Hammelbaugh for the committee on handbook of accounting, and Mr. J. O. Adams for the committee on uniform accounting and cost finding.

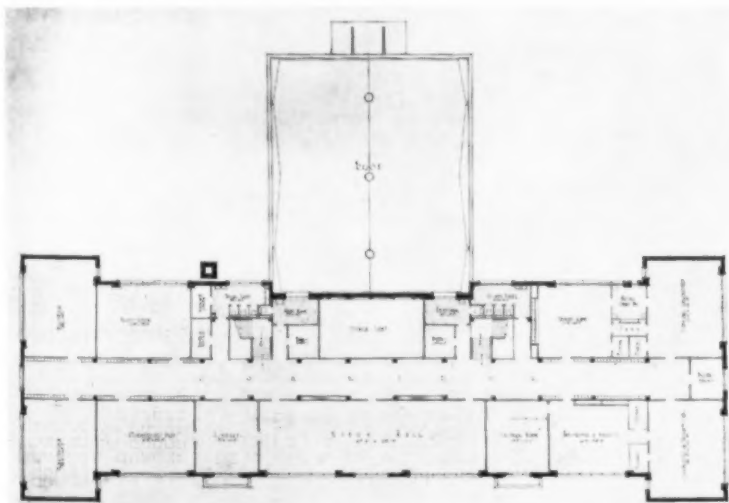
<sup>40</sup>Thornburg v. District 3, 175 Mo. 12, 75 S. W. 81.  
<sup>41</sup>Heinl v. City of Terre Haute, 161 Ind. 44. Accord: Campbell v. City of Indianapolis, 155 Ind. 186, Caldwell v. Bauer, 99 N. E. 117.  
<sup>42</sup>Nebraska School Laws, Section 6801.  
<sup>43</sup>School Laws of the State of Mississippi, 1922, Chapter 172, Section 5.  
<sup>44</sup>Laws of New Hampshire Relating to the Public Schools, Chap. 111, p. 14.  
<sup>45</sup>Opinions of Attorney General (Washington), Oct. 23, 1909.



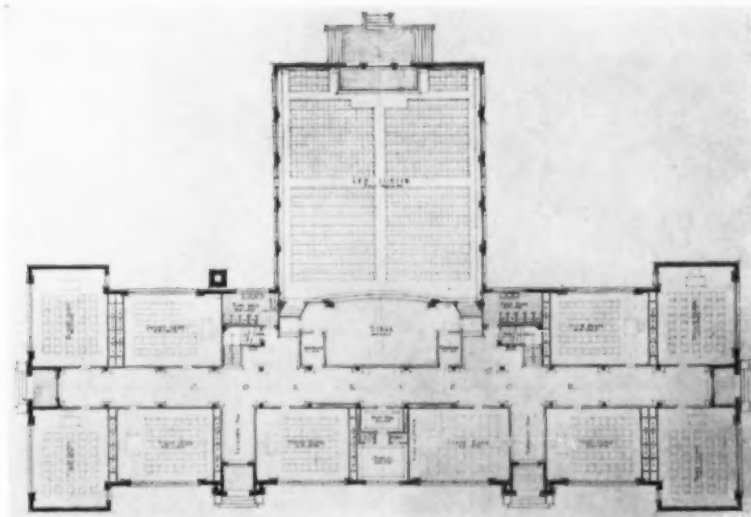


EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS.

Giesecke & Harris, Architects, Austin, Texas.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.

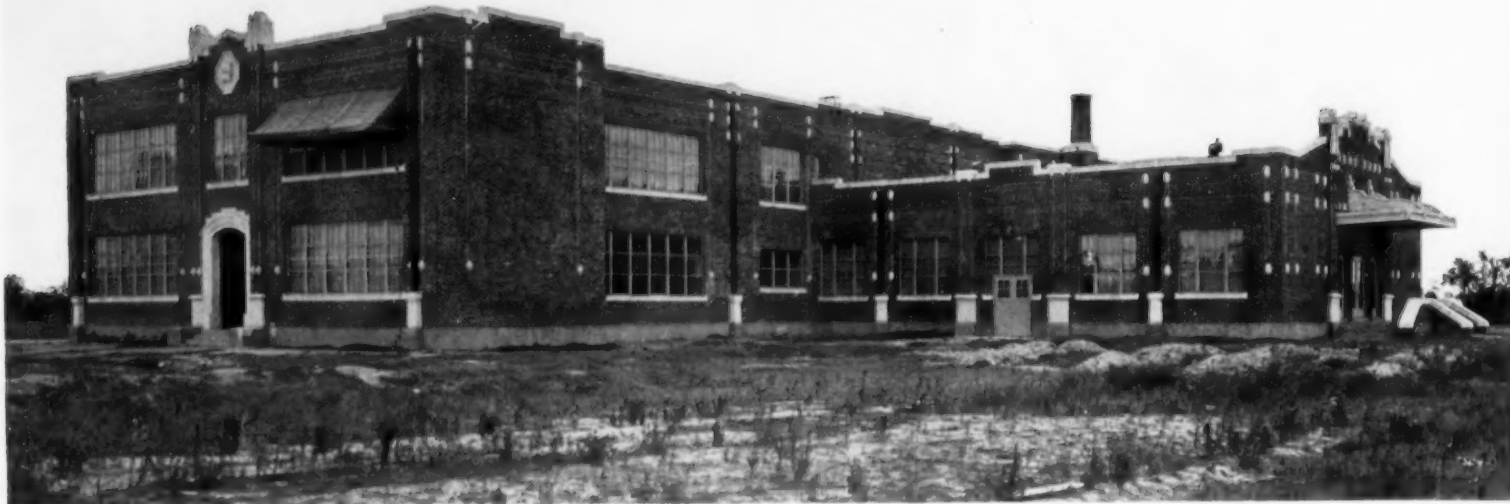


SEWING LABORATORY.



TYPICAL CLASSROOM.

EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS. Giesecke & Harris, Architects, Austin, Texas.



EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS.

### THE EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS

The Eagle Lake high school is a combined grammar and high school building and a municipal auditorium. It was built to replace a three-story building erected in 1910, which had been condemned as unsafe. It houses six hundred children, serving a community of 2,500 people.

In the planning of the building, the board kept in mind the three purposes to be served, and it became necessary to group the various departments, and the rooms within the departments, to obviate the least friction.

Of the three distinct groupings, the first was the proper location and arrangement of the classrooms for the grammar school department, in which are included the first seven grades. The second was the location and arrangement of the high school section, keeping in mind that entrance and exit of high school and grammar school pupils should be kept separate as much as possible.

The third feature was the location of the auditorium. Because it was realized that the auditorium in a city of this size would be used as much, or more, for municipal affairs than for school affairs, it was necessary that the auditorium be located so that access may be had either through the school building, or through a separate exterior entrance, when used for community affairs. The best arrangement of instructional space was obtained by placing the grammar department on the first floor and the high school department on the second floor, with the auditorium as a projecting wing off the rear of the first story.

The classrooms on the first floor have been so arranged that there are two rooms for the first grade, two for the second grade, all located in the west end, so that the one entrance will be used by the children of these grades, making it easy to control the younger children.

The third, fourth, fifth, and sixth grades are grouped in the east end of the first floor and these grades use the east entrance, making bet-

ter control of this group of children. The seventh grade is located in the central section next to one of the front entrances.

In addition to the classrooms for the seven lower grades, a superintendent's and principal's office, and reception rooms, as well as a private cloak room and toilet room. Boys' and girls' toilets, and drinking fountains are located on this floor. Blackboards, with cork bulletin boards, wardrobes of the vanishing door type, and teachers' closets and bookcases are found in each classroom.

On the first floor there is also a lunchroom, which will later be converted into a classroom.

The high school department on the second floor has three recitation rooms, a lecture room, a room for the commercial department, a library, a study hall, two science laboratories, a domestic science department, and a model dining room.

A library is located between the commercial department and the study hall, with partitions of glass separating the two rooms. The plan makes it possible for one teacher to supervise the work of the study hall and the work in the commercial department, as well as attending the library.

At the east end of the second floor corridor, there is a low plate glass partition forming a small room in which there is an aquarium, with side shelving for potted plants and other specimens of work in biology and botany.

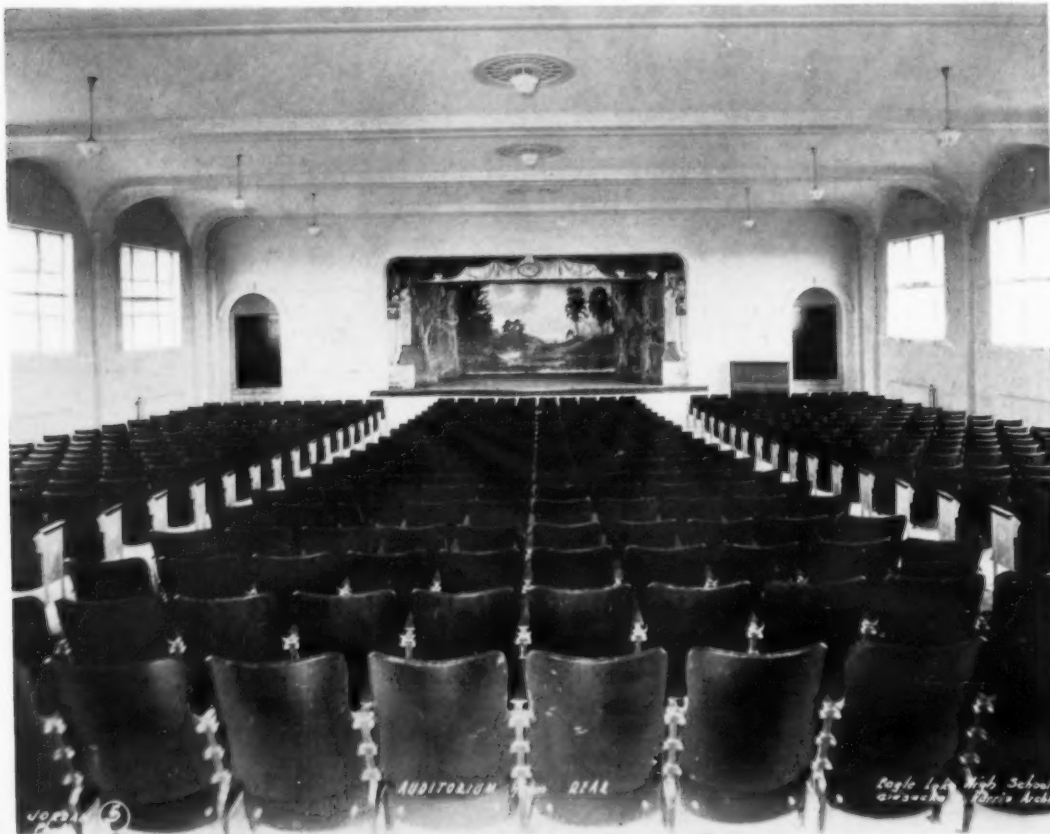
On this floor there are also boys' and girls' toilet rooms and teachers' rest rooms. A book room for the storage of textbooks is located on this floor.

The stairs leading from the first floor to the second floor are directly back of the two front entrances, so that one of the entrances and its staircase may be used for the entrance and exit of high school boys, and the other for high school girls. Immediately over the stairs there is a large skylight providing ample light for the central portion of the second floor corridor, for the stairs leading to the first floor, and for the first floor corridor.

On the second floor, recessed in the walls of the central section of the corridor, there are two display cases for the display of athletic trophies or examples of interesting class or laboratory work, and on the first floor cork bulletin boards for notices pertaining to the students' affairs.

The auditorium occupies a projecting wing off from the first floor of the building. The stage forms a part of the main section of the school building recessing into the school to the

(Continued on Page 148)

AUDITORIUM, EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS.  
Giesecke & Harris, Architects, Austin, Texas.





VOCATIONAL SCHOOL, LA CROSSE, WIS.

Otto A. Merman, Architect, La Crosse, Wis.

## Recent School Buildings in La Crosse, Wisconsin

B. E. McCormick, Superintendent of Schools

The dedication of the Abraham Lincoln junior high school in La Crosse, on December 9th, 1924, marked the completion of a million-and-a-half-dollar school building program, spread over a period of four years. The program included three elementary schools, two junior high schools, and a vocational school. In 1906, the city built a modern high school. In 1914, Mr. F. P. Hixon, a prominent and generous citizen, built and equipped a large addition to house an industrial department, a large gymnasium, locker and shower rooms, and a pool.

Due to the increase in school attendance, the growth of the city, and the fact that several of the elementary schools were old buildings and entirely inadequate, a comprehensive building program was outlined by the board of education, involving an expenditure of approximately a million-and-a-half dollars for the construction of new school buildings, for the repair of old buildings, and for the purchase of additional playgrounds and sites, to be spread over a period of five years. The program was approved by the common council, and in 1920 plans were completed for the first units of the program.

To complicate the problem, in June of that year lightning destroyed one of the better elementary school buildings, the Hogan school. Later fire of unknown origin partially destroyed the Vocational school.

### The Earlier Units

The construction of the first units was thereby delayed until the Hogan school could be rebuilt. Work on it was begun in the fall of 1920 and the building was opened for school purposes in the fall of 1921. The new Hogan school is fireproof and is an eleven-room elementary school. The architect was Mr. Otto A. Merman, and the cost, without equipment, was \$133,626.50. The equipment cost \$15,000.

The second building was the Logan junior high school, erected from plans of Messrs. Parkinson & Dockendorff. The building in general is T-shaped and planned for future enlargement. It handles at present more than

400 pupils and cost \$233,414.10, without equipment. The cost of the equipment was \$20,000.

### The Washburn School

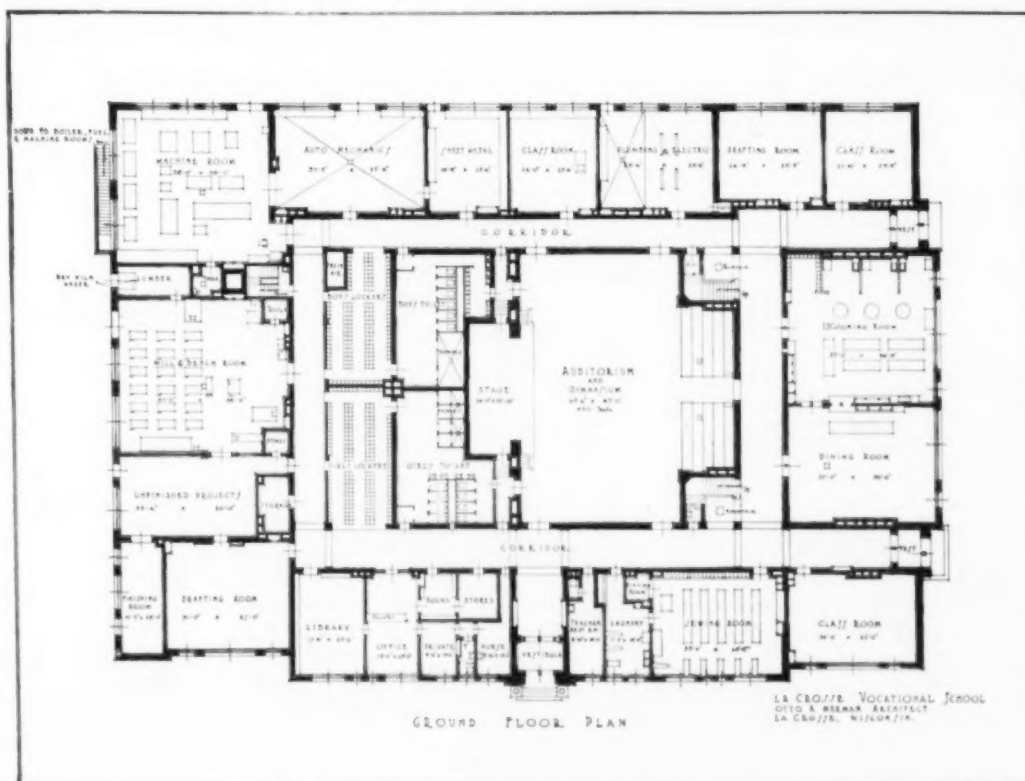
Contracts were let for the construction of the Logan and Washburn schools at the same time and they were constructed simultaneously in 1921 and 1922, both buildings having been opened for use in September, 1922.

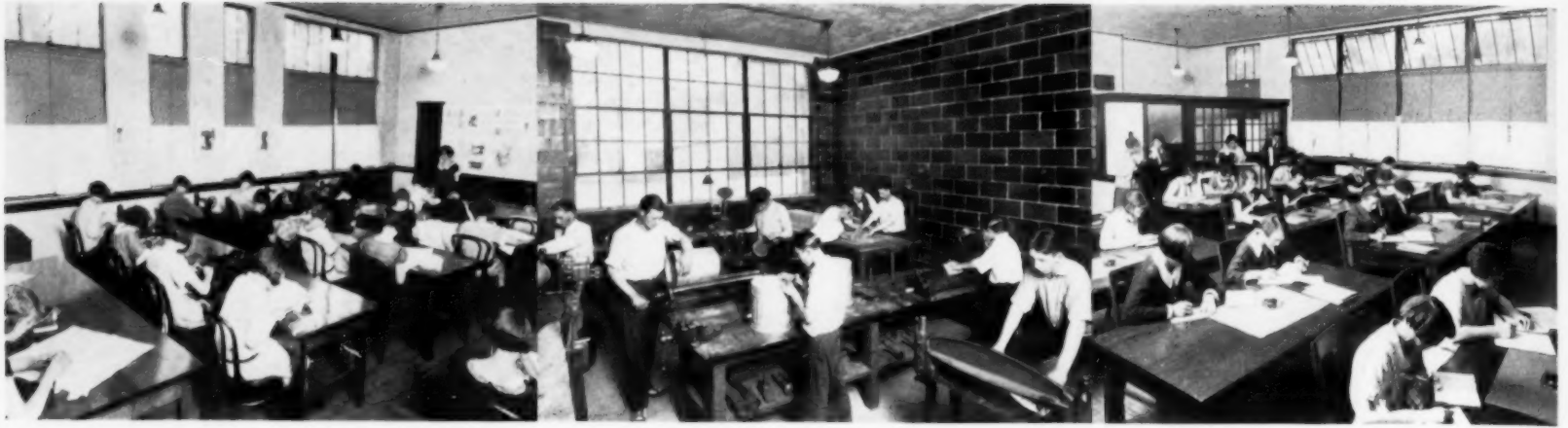
The Washburn school, located in the downtown district, in which there is no possibility for expansion, is a complete unit. Plans and specifications for this building were drawn by Mr. J. C. Llewellyn of Chicago. It is very compact and efficiently arranged, only 22.8 per cent of the floor space being devoted to corridors and stairs, which is considerably below the average of the school building plans exhibited

at the 1922-23 meeting of the Department of Superintendence. The total floor space is 38,366 square feet.

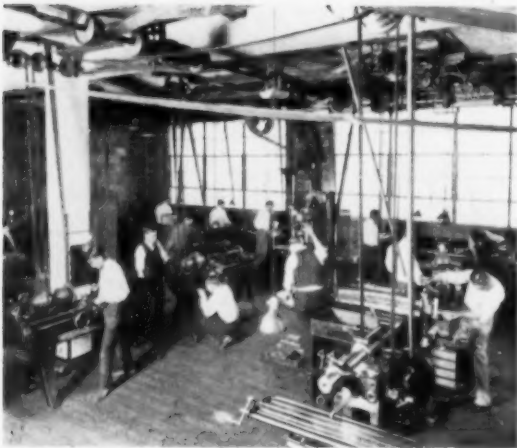
The building is plain and yet artistic in appearance. It is built of brick with a small amount of cut stone trim. The entrances to the building are on grade level.

On the first floor are two ordinary grade rooms, a domestic science room, a large kindergarten, and manual training rooms. A feature of the building is the combination auditorium and gymnasium, the stage in the auditorium serving as a gymnasium. The balcony and that portion of the main floor under the balcony are seated with opera chairs, leaving a horizontal area in front of the stage, which may be used for gymnasium purposes during the school





LEFT TO RIGHT—SEWING DEPARTMENT, SHEET METAL SHOP, COMMERCIAL DEPARTMENT, VOCATIONAL SCHOOL, LA CROSSE, WIS.



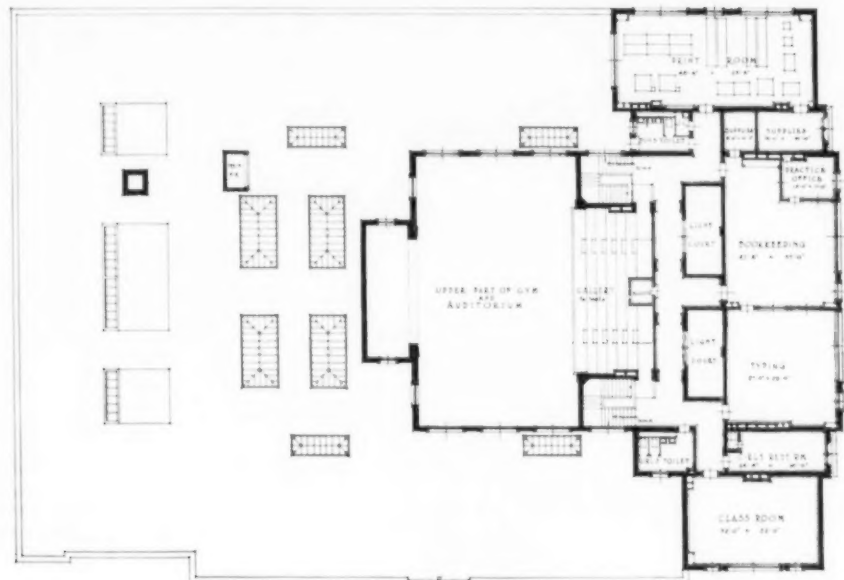
MACHINE SHOP.



DOMESTIC SCIENCE DEPARTMENT, VOCATIONAL SCHOOL, LA CROSSE, WIS.

day or for assembly purposes by seating the area with folding chairs. Exits lead from the gymnasium to the boys' and girls' locker and shower rooms which are below grade level.

On the second floor there are four regular grade rooms, a suite of rooms for the School for the Deaf, a library, the principal's office, a clinic, a teachers' rest room, and toilet rooms.



SECOND FLOOR PLAN

LA CROSSE VOCATIONAL SCHOOL  
OTTO A. MERMAN, ARCHITECT  
LA CROSSE, WISCONSIN



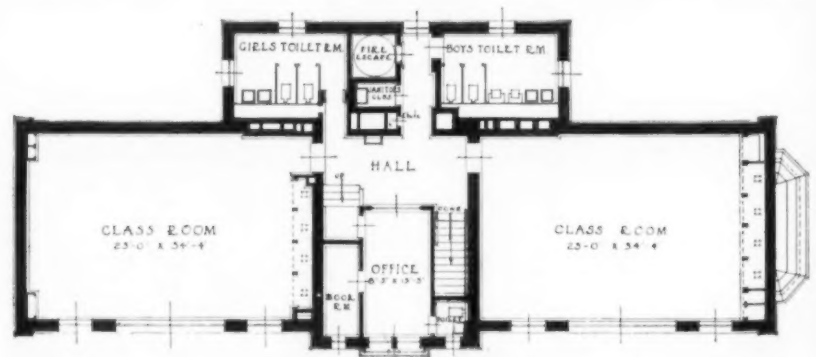
ROOSEVELT SCHOOL, LA CROSSE, WIS.

Otto A. Merman, Architect, La Crosse, Wis.



FIRST FLOOR PLAN.

ROOSEVELT SCHOOL, LA CROSSE, WIS. Otto A. Merman, Architect, La Crosse, Wis.



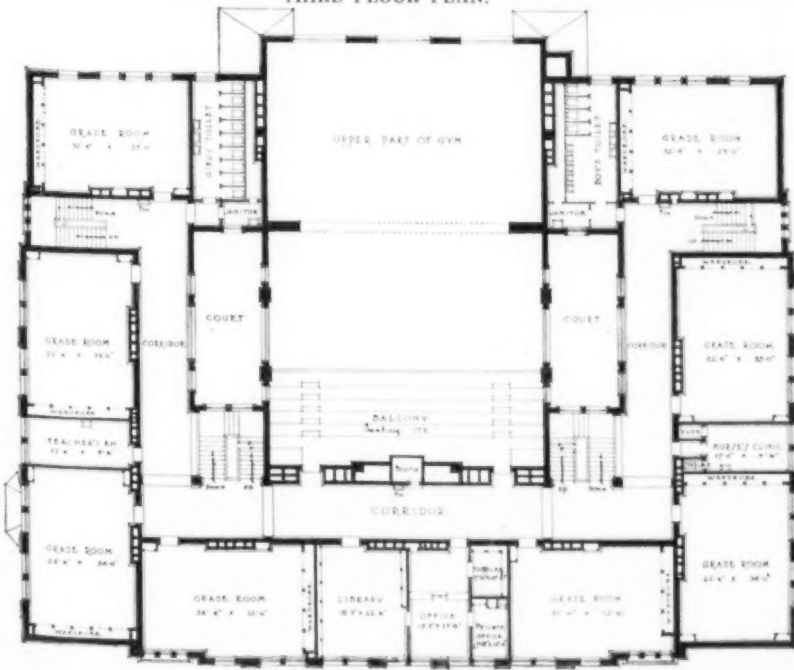
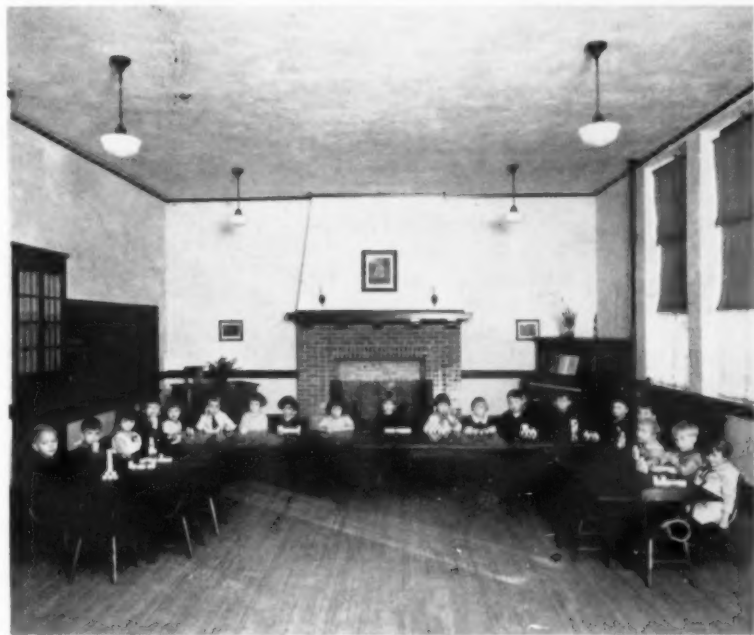
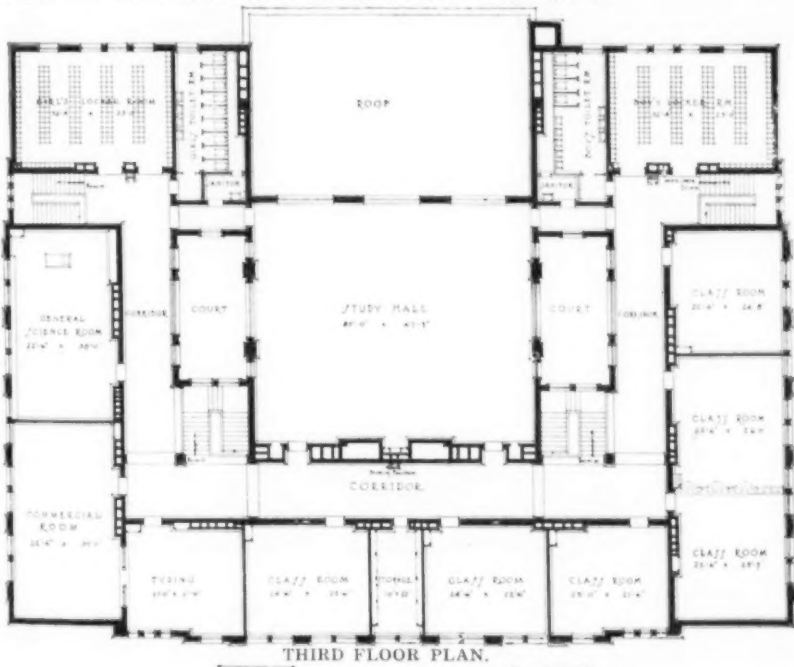
SECOND FLOOR PLAN.





ABRAHAM LINCOLN JUNIOR HIGH SCHOOL, LA CROSSE, WIS.

Otto A. Merman, Architect, La Crosse, Wis.



ABRAHAM LINCOLN JUNIOR HIGH SCHOOL, LA CROSSE, WIS.



Otto A. Merman, Architect, La Crosse, Wis.







FAIRFIELD ELEMENTARY SCHOOL, FAIRFIELD, ALA.

**THE FAIRFIELD ELEMENTARY SCHOOL BUILDING**

Denham, Van Keuren & Denham, Architects,  
Birmingham, Alabama

This building has been planned to meet the requirements of a platoon type of elementary school organization and to permit of the circulation which this organization requires. It has a small auditorium that is ample to serve neighborhood needs for a meeting place. The possibility of enlarging the building by erecting classroom wings at the rear was taken into account.

The building contains on the first floor five classrooms, a library, and an auditorium. The

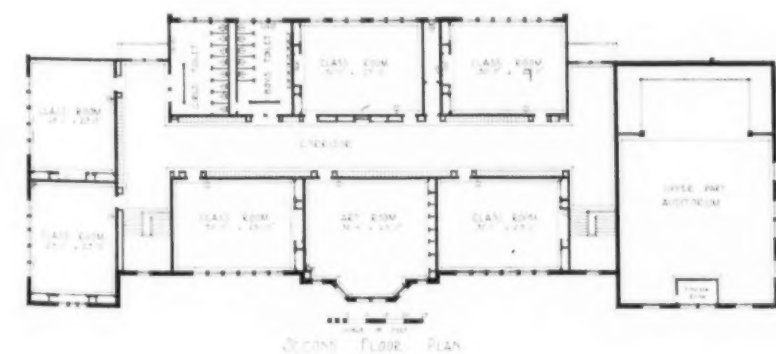
last mentioned room is equipped with dressing rooms, stage lighting, and simple stage settings. A booth for motion picture and stereopticon projection is provided in the rear of the room.

On the second floor there are seven classrooms of which one is especially equipped for art instruction.

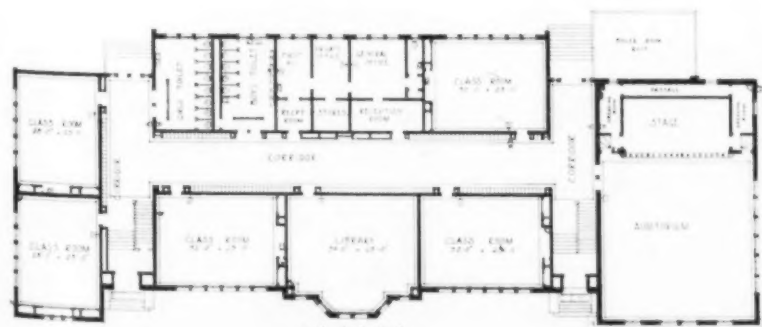
Denham, VanKeuren & Denham, Architects, Birmingham, Ala.

The building is fitted with modern furniture and equipment, including lockers, an electrical time and program clock system, and a fire alarm system. The toilets are located on the first and second floors because there is no basement under the building, except for heating and ventilation purposes. The entire structure is

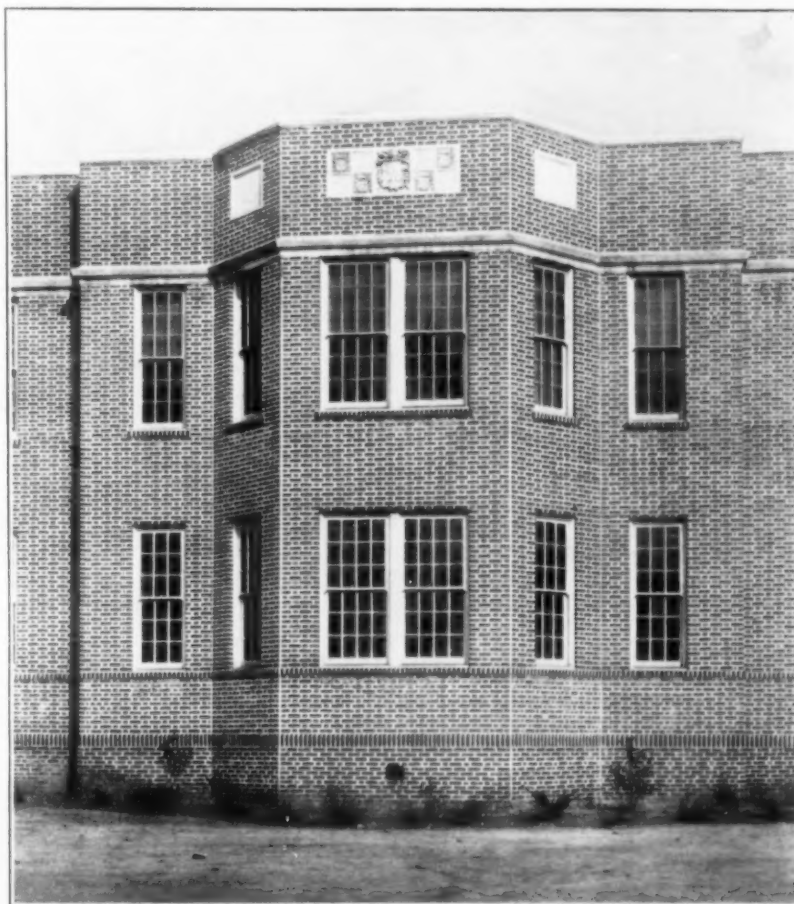
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SECOND FLOOR PLAN

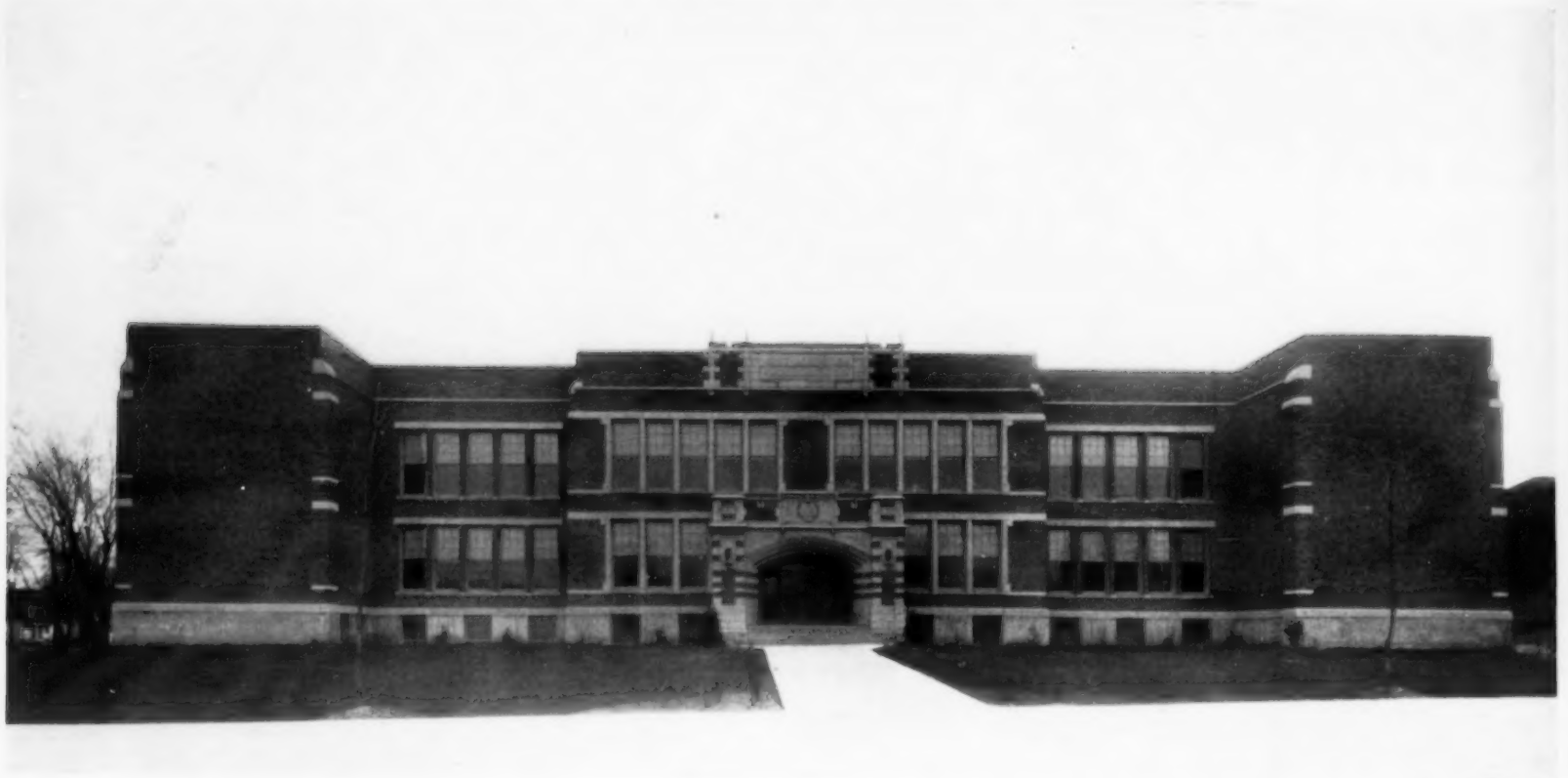


FIRST FLOOR PLAN



DETAIL FRONT FACADE.

FAIRFIELD ELEMENTARY SCHOOL, FAIRFIELD, ALA. Denham, VanKeuren & Denham, Architects, Birmingham, Ala.

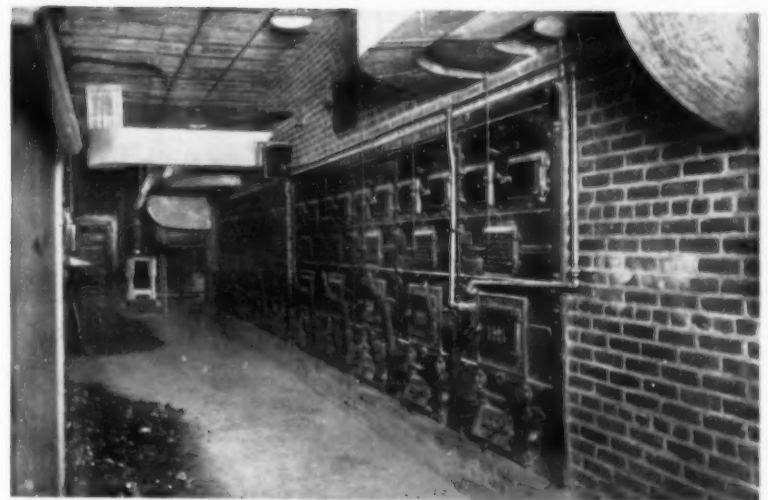


GRADE SCHOOL, EAST ROCHESTER, N. Y.

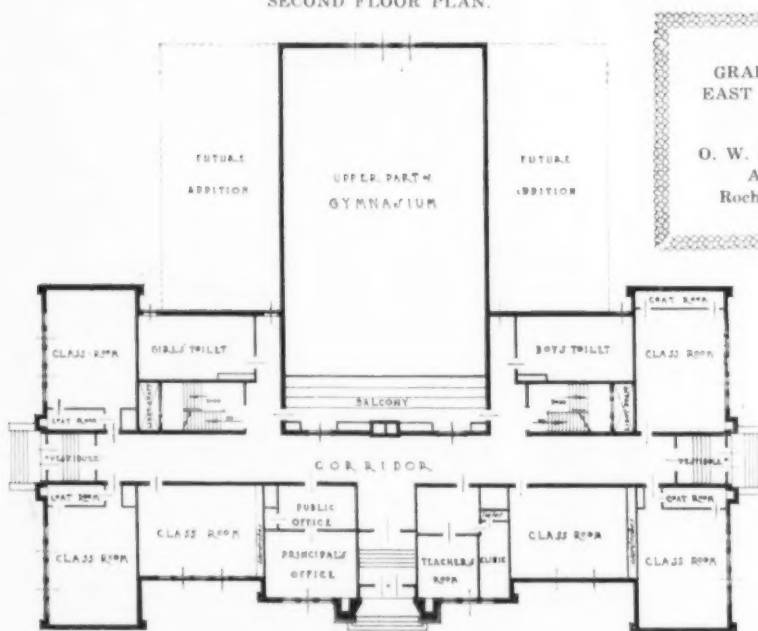
O. W. &amp; H. B. Dryer, Architects, Rochester, N. Y.



SECOND FLOOR PLAN.



FURNACE ROOM.



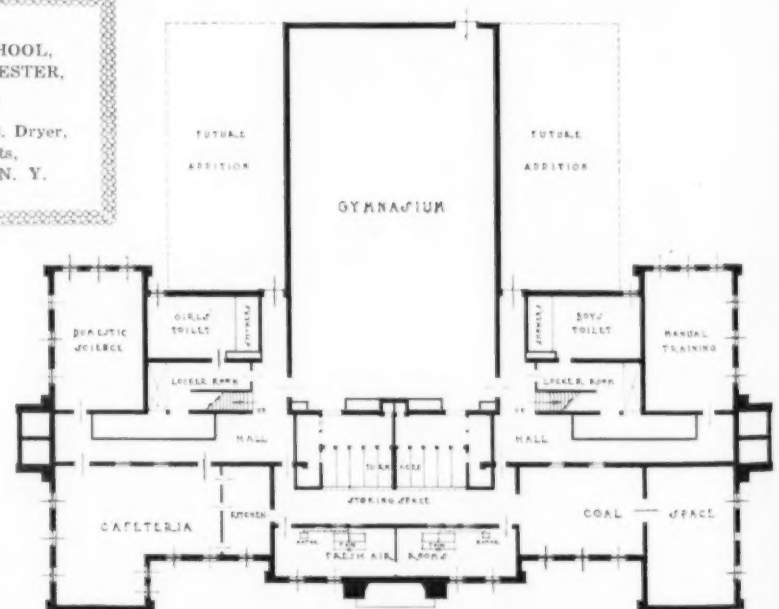
FIRST FLOOR PLAN.

**THE EAST ROCHESTER GRADE SCHOOL**  
Messrs. O. W. and H. B. Dryer, Architects,  
Rochester, New York

The new East Rochester Grade School forms the third unit of the central school group of the

village of East Rochester, N. Y., and houses sixteen upper grade classes. The building is located on the edge of the village park close to the high school building and to a grade school which cares for the lower grades.

GRADE SCHOOL,  
EAST ROCHESTER,  
N. Y.  
O. W. & H. B. Dryer,  
Architects,  
Rochester, N. Y.



BASEMENT PLAN.

The building contains sixteen classrooms, an office for the principal, a teachers' room, a clinic, rooms for manual training and domestic science, a cafeteria, etc.

(Concluded on Page 155)



## The Practical Use of a State System of Financial Accounting

A report on the practical use of the New Jersey system of bookkeeping by city schools of the state, as compared with the old system in use previous to July 1, 1924, was recently made by Mr. F. Ortel, secretary of the board of education, Union City. The present system of accounts for all boards of education was adopted by the State Board of Education in June, 1924, and replaces a former system under which an attempt was made to secure a uniform method of recording receipts and expenditures.

The new system consists of a purchase order form system and a financial record book. All purchase orders must be signed by the secretary. For accounting purposes the lower portion of the orders are ruled, to show account and item to be charged with the expenditure. The space is filled out when the order is issued and becomes the source of original entry into the financial record book. One copy of the order is retained in the secretary's office for accounting purposes. This simple institution of the purchase order as a part of the system has reduced the possibility of over-drawing appropriations to a negative quantity.

The financial record book, in addition to recording receipts and expenditures, differs from the old system of accounts in the following three particulars, namely, that it contains (1) a record of all purchase orders issued; (2) a general control system subdivided as to costs into administration, operation, maintenance, charges, and (3) budget form.

The record of contractual orders contains the record of all purchase orders issued and is made directly from the file copy of the purchase orders. This enables the board to know at any time what the balance of available funds is.

The entries for the general control system are also made from the file copy of the purchase orders. The various charges are distributed to their respective cost columns. This feature of the system enables the board to know just what the free appropriation balance is at any time.

The budget form is a very important part of this new accounting system. It was designed for the use of the secretary in preparing the budget for presentation to the board of education and also as a permanent comparative record. The form is arranged in such a manner that accurate estimates can be made. The items are listed in the same order as required for the general control system, and the various columns are arranged to show the amount expended during the previous year, a record of the current year budget, the anticipated balance at the end of the current year and the budget estimate for the next school year. There is also a column to show the appropriations as granted by the board of school estimate. This form will be found a great aid to boards of education in considering the adoption of a budget.

The findings, after a sixteen months' experiment with the new system, are:

1. That it is simple and efficient in operation and easily and economically handled.
2. That it is a system based on sound business principles.
3. That it is elastic and can be enlarged to meet the requirements of any system.
4. That it has solved the problem of over-drawing appropriations.
5. That the system enables you to secure data as to the costs of education.
6. That it gives detailed and complete information for the preparation of the budget.

## School Finances in Pennsylvania

The net bonded debt of the public schools of Pennsylvania for the year 1923 was \$109,801,000. This represents a per capita debt of \$12.06 and a per pupil debt of \$85.99. Between 1919-20 to 1922-23 the debt was increased 55 per cent.

The rapid increase and vast size of the obligations has prompted a study of the whole subject of school finance as applied to the State of Pennsylvania by Prof. Isaac Doughton of the Mansfield state normal school, which study has just been issued in book form.<sup>1</sup> Dr. Doughton not only describes the legal status of the school districts but enters also into the legal provisions for financing capital outlay. Every factor is made clear and graphs and tables are liberally employed.

Dr. Doughton reduces his studies to definite conclusions. When in Pennsylvania the low valuations made it impossible to raise even sufficient funds for current expenses, the laws were considerably liberalized, but now, in Dr. Doughton's opinion, bonded indebtedness should be incurred only for capital outlays.

"But even for capital outlays bonding should be regarded only as a temporary expedient for spreading the debt over a period of years," he says. "It is a principle of public finance that excessive taxation may force private instead of public debts, because some may be compelled to use part of their capital as well as their income to pay their taxes, and must then borrow from others who may have larger income."

"The superintendent of public instruction should be given specific power by law to withhold from school districts part or all of their respective shares of the state appropriations for

<sup>1</sup>Evolution of the Public School Bonded Debt of Pennsylvania.

persistent violations of the laws that govern the incurrence and cancellations of debts.

"The power to tax for the payment of indebtedness and its costs should be made unlimited in second, third, and fourth-class districts as it now is in the first-class districts.

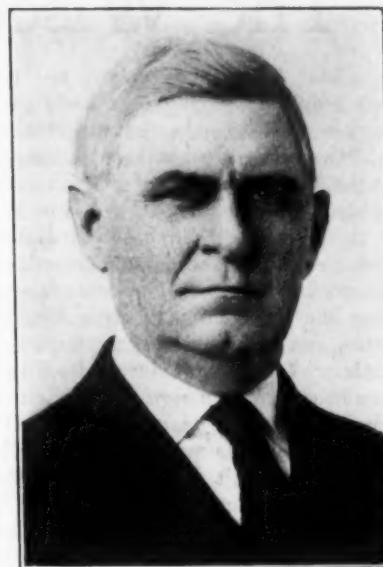
"School districts should be encouraged to follow a policy of paying for buildings as rapidly as they are needed. For first-class districts this will involve a close approximation to a 'pay-as-you-build' policy. For other classes of districts the buildings will need to be financed by bond issues spread over varying periods of years according to the frequency of building needs. Districts should be required to comply strictly with the law limiting the purposes of bonded debt to capital outlays."

### MR. BIARD ENDS LONG SERVICE

Mr. W. W. Biard, who was for nineteen years a member of the school board of Kaufman, Tex., and for a number of years its president, has announced his retirement.

Mr. Biard served the Kaufman public schools with a faithfulness and interest seldom witnessed in the South. No school board member, it is recognized, has been more in sympathy with school activities than Mr. Biard, and his work has been an inspiration to teachers and pupils. He maintained high ideals, and his sympathy and interests were kept keenly alive. During his long period of service, the schools made marked progress in the things that make for a modern high school and the present fine school takes a high rank among the Texas accredited schools.

President Biard frequently visited the schools, at such times giving brief inspirational talks



W. W. BIARD,  
Retiring President of the School Board,  
Kaufman, Texas.

before the student body. The student body and faculty adopted resolutions expressing their regret over the loss of this friend of education and of young people.

### THE NEW SALARY SCHEDULE AT FORT LUPTON, COLO.

Supt. G. W. Todd, Fort Lupton

No more important step for school improvement can be taken than that of providing a sound and adequate salary schedule for teachers; yet this is one of the most difficult matters of all to handle.

Under the schedule existing, the Fort Lupton schools could not compete with the better neighboring school systems either in securing or in holding qualified teachers.

No credit was allowed on salary scale for successful experience in other schools; and as a result it was a matter either of employing inexperienced teachers, or mediocre experienced teachers.

Maximums of \$1,215 in grades, and \$1,580 in high school were reached the fourth year if a teacher stayed that long. The average tenure of teachers in the system has been two years; and the average total experience about four years.

The salaries could not command degree teachers for the junior high grades. No recognition was given for additional preparation or for particular merit. The system thereby offered practically no inducement to its teachers for growth while in service.

A new schedule was adopted this spring and goes into effect with the contracts now being issued for next year. All of the above named defects are largely overcome and the district is now in position to compete with other good schools in the vicinity on somewhat equal basis as to salaries.

Salary Schedule, Adopted, Effective Sept., 1926  
Grades 1-6; Two or more years' professional training.

	Salary	Rate of Increase
First year .....	\$1035	\$115
Second year .....	1125	125
Third year .....	1215	135
Fourth year .....	1305	145
Fifth year .....	1395	155
Sixth year .....	1485	165
Seventh year .....	1575	175

Grades 7-12; Four or more years of professional training.

	Salary	Rate of Increase
First year .....	\$1305	\$145
Second year .....	1395	155
Third year .....	1485	165
Fourth year .....	1575	175
Fifth year .....	1665	185
Sixth year .....	1755	195

#### Operation of the Salary Schedule

1. No applicant will be considered who fails to meet the following minimum requirements:
  - a. Two years of professional training above graduation from a standard high school for a position in grades.
  - b. Four years of professional training above graduation from a standard high school for a position in high school.

(Concluded on Page 152)

# The Wisconsin School Board Convention

State school board conventions are coming into their own. If in the past some of these gatherings have been somewhat uncertain it is because their leadership has been indifferent or else that the transitory character of school board membership has weakened them. The conference of the Wisconsin School Board Association, held on April 8 and 9, at Milwaukee, was a pronounced success. The attendance was gratifying, the program was rich in timely subject-matter, and the discussions were lively and illuminating. The delegates went back to their respective boards with a new inspiration and a better grasp upon their task.

The first session was presided over by Superintendent E. W. Wait of Manitowoc, and the remaining sessions were led by President H. H. Smith of New Richmond. It is the custom of the Wisconsin Association of School Boards to hold joint sessions with the Association of City Superintendents. The arrangement has proven advantageous to both bodies. President Smith in his opening talk emphasized this fact and expressed the hope that the alliance would continue.

## Equalization of School Taxation

The first formal address was by John Callahan, state superintendent of public instruction, who spoke on the "Equalization of School Taxation." He said in part:

"If you will look the world over and compare the sections without a school system with those having a good one, and ask yourself how the people of the former compare with the latter as an asset to any business, I think you will admit that the statement is hard to dispute.

"Now if those statements are true, then it is impossible to escape a few conclusions that follow: First, no matter where we live we are just as much interested in the type of educational opportunity given in every corner of the state as we are in the locality where we live. More than that, we are interested in the type of educational opportunity given in every state of the Union. If for any reason we should go down in the future, those states that may have done a good job would go down in the wreck with the rest if they are in the minority. Second, if these things are true and it is a state-wide interest, then every dollar of wealth in the state should be back of the education of the youth, no matter where either is located.

"With these propositions in mind, let us take a look at the high school situation in the state of Wisconsin. Seventeen high school districts have a valuation of less than \$500,000; 96 have a valuation less than one million; and 19.62 per cent of the area of the state of Wisconsin is in high school districts. The assessed valuation of the state in 1924 was \$5,084,396,000. The valuation of the high school territory was \$2,907,115,000. The valuation of the territory outside of high school districts is \$2,177,820,000. That means that 57½ per cent of the valuation was in high school districts and about 42½ per cent outside.

"There have been various suggestions made for equalizing this situation. If it is a state-wide interest to the extent many people believe it is, then it has been proposed by some that a state-wide tax to pay the entire cost would be the fairest proposition. However, we do not need to spend much time on that for the reason that it doesn't take much thought to see the weaknesses, especially under our present machinery for operating these high schools.

"It has been also suggested that about 30 per cent be furnished by the state; 30 per cent from a county fund, leaving 40 per cent for the district to furnish in order to prove their interest as well as to keep them from running away with



H. H. SMITH,  
New Richmond, Wis.  
Retiring President of the Wisconsin School  
Board Association.

a situation which would arise when they were spending money for which they had no responsibility in the raising. The 30 per cent county tax or whatever amount that might be is sometimes objected to and somewhat justly on the ground of the inequality between counties.

"The question is also raised as to whether or not it would be somewhat fairer to take the state's end of this equalization fund whatever percentage is proposed from other than real estate taxes. That would mean that it would have to come from the income taxes of the state or from a tax such as was suggested by the cigarette tax bill which was proposed in the last legislature. The objection to be met in taking it from the income taxes would come, of course, from the centers where the largest amount of this is paid. Until the last session of the legislature the income taxes collected in the state of Wisconsin were distributed ten per cent to the state; twenty per cent to the counties and 70 per cent to the town, city or village where collected. The tax law passed by the last session provided that 40 per cent shall go to the state; ten per cent to the county and 50 per cent to the town, village or city where collected.

"During the past year the mill taxes of the state were offset by the state's share of the income taxes, changing the situation very materially as to where the common school 7 mill tax was really paid."



W. A. TAEYE,  
Wausau, Wis.  
President-Elect of the Wisconsin School  
Board Association.

The subject of equalization of educational opportunity was farther dealt with by C. J. Anderson, assistant state superintendent. During the discussion that followed Secretary Doudna of the Wisconsin State Teachers' Association held that the quality of the school work depended upon the efficiency of the teacher training schools. The quantity of education dispensed, he contended, rested upon the length of the school term, the number of subjects engaged in, and the regularity of attendance. Education once was a privilege, then a right, and now is an obligation. School attendance is controlled by public opinion and legislation. In the rural districts there is much exploitation of children. Compulsory attendance laws should cover the full school term and not merely a minor fraction thereof.

Hon. Thomas Duncan, a member of the legislature, stated that since the war there had been a strong tendency toward a reduction in the cost of government and that education will not be as strong in resisting that tendency as are other interests. The cost of government in Wisconsin, for instance, was \$125,000,000 in round numbers. Of this amount \$50,000,000 went for education, \$50,000,000 for good roads, and \$25,000,000 for regular government.

The point of attack will be on road interests and education. Road interests with automobiles, contractors and general business factors behind them are politically strong. Educational interests are less strong politically.

In discussing the subject of taxation he held that the state inheritance tax must be retained, the income tax must not be reduced. Also that the educator who comes before the legislature to argue for better school support must know something about taxation and the sources of a tax yield.

Thomas J. Lyons, a former state tax commissioner, dwelled on the great increase in the cost of government and expressed the belief that too much money was being expended for higher learning. He pointed to some of the great men of this country who had not received a college training and argued for moderation in the expenditures for higher learning.

He was challenged by S. B. Tobey, superintendent of Wausau, who pointed out the fallacy of singling out exceptional characters and thereby attempt to belittle higher learning. The time has gone by, he contended, when we can decry education because perchance some men have succeeded without the aid of the college. Experience has taught that through higher learning the percentage of highly useful men has been greatly increased and the efficiency of the world has been enriched thereby.

Superintendent Lang, of Delavan, declared that the advent of better teachers and better teaching was up to the school boards and the encouragement they gave to that end.

## Divorcing School Boards and City Councils

Benjamin Poss, an attorney, told of the legislative history whereby the Milwaukee school board became independent of the city council. In former years the latter body could accept or reject a school budget and determine upon the question of new school buildings and repair work.

The legislature provided a tax limit under which the city council raises the money that the schools may require. This measure has been tested in the highest court of the state with the result that the acceptance of the school budget by the city council is mandatory. So long as the budget demands are within the tax limit, the city council must provide the needed money. Nor can the city council any longer

(Continued on Page 155)



# Status of the High School Principal

Results of a Study by Prof. D. K. Eikenberry

"The strategic point in the secondary school system of the United States is the high school principalship. It has become a trite saying that as the principal is, so is the school. In spite of its triteness the saying is just as true today as when first coined. The best high schools are apt to be those having at the head principals with sound and thorough academic and professional training, who have visions of the possibilities of secondary education under the leadership of a professionally trained principalship. Schools that have never risen above the level of mediocrity, or that have sunk from a position of importance to the level of mediocrity or worse, are nearly always found to have principals lacking professional training."

With this paragraph Prof. D. H. Eikenberry of the University of Missouri enters upon an interesting study on the status of the high school principal which has been brought out by the United States Bureau of Education.

In discussing the academic and professional training of the high school principal, the writer summarizes his findings as follows:

1. The high school principal receives his training above the high school in a college or university rather than in a normal school. A little more than one-fourth of all principals have had some normal school training, but only five per cent have had four years or more. Ninety-two per cent have had college or university training. The median time spent by these principals in such training is 4.4 years.

2. One-third of all principals have had graduate work, the amount ranging from one-half year to five years. The median amount is one year. In percentage of principals having graduate study the Pacific division and class seven schools rank first; the West South Central division and class one schools rank last.

3. Fifty-seven per cent of all principals have had summer school training, in amounts ranging from six weeks or less to 61 weeks or more. The median for all classes combined is 11 weeks. In percentage of attendance the South Atlantic division ranks first; the West South Central ranks last. In amount of attendance the South Atlantic and the West South Central divisions stand first, the New England division stands last.

4. The principal has had 4.8 years of educational preparation above the high school. The Pacific division leads, with 5.3 years; the West South Central is last, with 4.5 years. Schools of seventh class rank first, with 5.5 years; schools of first class rank last, with 4.6 years.

5. Two-thirds of all principals have the bachelor's degree only; almost one-fifth have the master's degree; 1 in 70 has a doctor's degree. Twelve per cent of all principals have no degree.

6. Two-thirds of all principals had professional training before entering the principalship, to the extent of a half year's work. In percentage having professional training before entering the principalship, the West North Central division and second-class schools rank first; the New England division and seventh-class schools rank last.

7. Only 46 per cent of all principals have had professional training since entering the principalship. The median amount is less than one-half year. The West South Central division and fifth-class schools rank first; the New England division and seventh-class schools last.

8. Three-fourths of all principals have had some professional training either before or after entering the principalship. The median amount is the equivalent of two-thirds of a year's work. In percentage having training the West North Central division and second-class schools rank

first; the New England division and seventh-class schools last. In amount of training the East North Central and Mountain divisions rank first; New England ranks last.

9. Professional training before entering the principalship was largely in such subjects as history of education, educational psychology, philosophy of education, methods in special subjects, principles of secondary education, and practice teaching. After entering the principalship the subjects studied are largely high school administration, supervision of secondary education, tests and measurements, and the junior high school.

10. In the judgment of 1,021 principals, high school administration has been of most value to them, followed in order by principals of secondary education, educational administration, educational psychology, supervision of secondary education, psychology of adolescence. Subjects of least value are comparative education, vocational education, and educational statistics.

11. During the regular academic year the Middle Atlantic division ranks first in professional courses for high school principals offered by colleges and universities; the East South Central division last. During the summer session the Middle Atlantic ranks first; the West South Central last.

12. The subjects most often taken during the regular academic year are high school administration, tests and measurements, high school supervision, principles of secondary education, high school curriculum, and junior high school in the order named. During the summer session high school administration ranks first, followed in order by junior high school, tests and measurements, high school curriculum, and supervision of secondary education.

## Educational Experience

After discussing the experience, age, and status before entering upon work, of high school principals, he summarizes as follows:

1. The median principal of all classes of schools combined has had a total educational experience of slightly more than 11 years. This is almost 9 years less than the total experience of the superintendent of schools.

2. Principals of schools of each class have had on the average 3.6 more years of experience than principals of the class immediately below.

3. The median principal is 33.4 years of age. The average difference in age between successive classes is 3.5 years.

4. The median principal has held 4.4 different positions. More than half have been senior high school teachers, almost half elementary school teachers, nearly one-fourth superintendents of schools, more than one-fifth heads of departments in high school, one-fifth assistant principals of high schools, and one-sixth principals of elementary schools.

5. The median principal has spent 4.5 years in the principalship, has held 2.3 principalships, and has remained two years in each.

6. One-fifth of all principals entered the

principalship directly from positions as senior high school teachers, one-tenth from positions as heads of departments in senior high schools, and one-twelfth from positions as assistant principals.

7. Almost one-fifth of all principals entered the principalship without any kind of previous educational experience.

8. Two-thirds of all principals entered the profession from schools other than the ones in which they became principals.

9. The median principal entered the principalship at 26.2 years of age.

## Requirements, Local Status and Salary

1. Definite requirements for the high school principal exist in only seven states. Maryland, Indiana, and California have requirements by state law; Delaware, North Carolina, Alabama, and Wyoming by regulations of the state boards acting under statutory permission. In all seven states graduation from a standard college or university is the first requirement. In addition to this, Maryland, Indiana, California, Delaware, and Alabama require a year of graduate work in a standard university, a part of which must be in the field of secondary education. Successful teaching experience is a further requirement in Maryland, California, Delaware, North Carolina, and Alabama.

2. Sixty per cent of all school boards require the principal to be a college graduate. Only two per cent require the master of arts degree. Seven per cent require some professional training. About 20 per cent require previous experience. Eight per cent have no definite requirements at all.

3. The great majority of principals (85.8 per cent) have only one-year contracts. Between five and six per cent are on permanent tenure.

4. The large majority of principals are employed for only nine or ten months per year. Only 20 per cent are employed for the full year.

5. The principal's duties are carefully defined by boards of education in only 22.6 per cent of the schools represented in the study and by the superintendent in 34.6 per cent of the schools. There is a stronger tendency for boards controlling larger schools to define the duties than for boards controlling smaller schools. This same tendency, but to a lesser degree, is true of the superintendent.

6. In important school matters 32.5 per cent of principals must consult the board of education; in 65.5 per cent of schools the principal must consult the superintendent. The relationship in this respect with the board becomes less in going from smaller to larger schools and greater in case of the superintendent.

7. The median salary for all principals is \$2,314. Salaries are highest in the Pacific division and lowest in the West North Central.

8. The salary of women is considerably lower than that of men. On the whole, the difference is over \$800.

9. Median salaries range from \$1,969 in first-class schools to \$5,100 in seventh-class schools. The average difference between successive classes is \$505.

10. Correlations between salary and various elements of training and experience are low. Only in cases of years in the high school principalship and total years' educational experience are the relationships high enough to be significant.

## Analysis of the Principalship

1. The positions most often provided in high schools with definite time allowed for the discharge of duties are school librarian, assistant principal, clerk, heads of departments, dean of



girls, dean of boys, and stenographer. Fewer than 10 per cent of all schools provide for directors of guidance, testing, extra classroom affairs, citizenship and curriculum, for principal's council and for school registrar.

2. The positions most often provided without special time allowed are dean of girls, dean of boys, heads of departments, and assistant principal.

3. Fifty per cent of all schools have librarians with or without special time allowed, 46 per cent have deans of girls, 40 per cent deans of boys, 40 per cent office clerks, 36 per cent assistant principals, 33 per cent heads of departments, 16 per cent stenographers, 15 per cent directors of guidance, and 14 per cent directors of extra-classroom affairs. School registrars, directors of testing, curriculum directors, directors of citizenship, and principals' councils are found in fewer than 10 per cent of all schools.

4. The majority of schools have teachers' meetings either monthly or irregularly. Only 17 per cent have weekly meetings.

5. Twenty-seven per cent of all principals have supervision over the elementary school, and 21 per cent over the junior high school. Such supervision is most commonly found in the smaller schools.

6. Women teachers greatly outnumber men teachers. The medians for all schools are two men and six women.

7. Three out of eight teachers are new to the school. One of the three has had no previous teaching experience.

8. The principal devotes his time chiefly to teaching, routine office work, supervision of instruction, supervision of study halls, and conferences with pupils and teachers. He spends little time in conferences with parents, directing social affairs, entertaining visitors, and community relationships.

9. The principal considers supervision to be his most important duty. Teaching is second, conference with teachers third, discipline fourth, conferences with pupils fifth, and office

work sixth. Least in importance in his judgment are community relationships and entertaining visitors.

10. There is a high correlation between time devoted to the principal's duties and the principal's ranking of the same.

11. The principal teaches three classes per day, having two different preparations to make.

12. The majority of all schools make provision for performing each function listed in the questionnaire, with the exception of directing placement bureau. Only 27 per cent of schools claim to perform this function.

13. The principal most often performs all functions except interviewing candidates, selecting, promoting, and discharging teachers, and handling athletics.

14. The principal most often has final authority in all functions except interviewing candidates, selecting, rating, promoting, and discharging teachers, selecting textbooks and school equipment, and making curricula and courses of study. The board has final authority in selecting, promoting, and discharging teachers. In the remaining functions listed above the superintendent has final authority.

15. In larger schools the principal delegates routine and minor functions and is practically independent in having final authority.

16. In frequency of performance by the principal, conducting faculty meetings is first; making schedule of recitations, second; handling absences, third; handling tardiness, fourth; supervising janitors, fifth, and supervising instruction, sixth. Promoting teachers, selecting library books, selecting teachers, and discharging teachers stand at the bottom of the list.

17. In frequency of final authority, handling tardiness is first; handling absences, second; arranging assembly programs, third; keeping school records, fourth; making schedule of recitations, fifth; and conducting faculty meetings, sixth. Least in rank are interviewing candidates, promoting, selecting, and discharging teachers.

Here is another story: As is well known the school system of Denver, Colorado, is progressive. Its reputation in that respect is established. It provides the pupils with good buildings, with excellent teaching service, and with the ablest supervision to be found. And yet every move made by the school authorities of that city is followed by an avalanche of vituperative printer's ink poured out by a local newspaper.

The school board has in recent years built many new structures. Naturally they are more modern than the old. One of the newer high schools is equipped with a swimming pool and a cafeteria. The older are not. Note how the editor howls about this:

"Morey junior high is a hotbed of snobbery and false ideas anyway. The school board, making it an 'exclusive' school, with its wonderful pool, its separate gyms for boys and girls, and its extensive and expensive cafeteria, is helping to bring about the ruination of the younger generation. It is inculcating in their minds not the aspirations for finer and better things which the schools ought to teach, but it is making them snobbish and lazy and injecting into them that terrible virus—the germ of keeping up with the Joneses. That is one of the most malignant maladies afflicting the American people today. Pupils at Morey—and at other of the school board's expensive, befuddled schools—are too proud to carry their lunches to school. It just isn't done. Any youngster carrying a lunch feels conspicuous and marked. Children catch on to these vices very quickly. We often wonder how some parents in this city ever manage to keep their children in school at all. It is money here and money there, for gym clothes and books and for this and for that, until the drain on a poor man's purse is simply frightful.

"You parents who look on these school cafeterias as such blessings, because they save you the bother of having to bestir yourselves to pack a nourishing, wholesome lunch—you ought to look in on the Morey cafeteria, for example, some noon hour and see the mixtures your children, unhindered, put into their stomachs. The food served there may be clean and wholesome in itself, but the youngsters can lunch on pie, ice cream and cake every day in the week and not a soul will say them nay. And what's more, some of them do it. Denver would be better off, we say, if it didn't have this GREAT school system of which it is so foolishly proud."

To answer a diatribe of this nature is usually a waste of human breath. If the school board had failed to provide a modern structure the editor would have probably denounced it for being antiquated. If the cafeteria failed to include ice cream in its list of wholesome and nutritious foods it would be condemned for its parsimony and so forth. Swimming pools and cafeterias evidently are a heavy load on the editor's stomach.

The quotations from the two newspapers—and many more might be cited—are indicative of some of the senseless twaddle that is hurled against school authorities where the editorial policy "to get" the board is being nursed into a political issue. Fortunately the average community jogs along complacently and is not so easily muffled over by an irrational newspaper editor.

While it would seem that propaganda of this kind cannot well be ignored it nevertheless follows that where there is an effort to discredit, whether you do or don't, it is best to ignore the incident and let calm and reason determine the issue. Unjust attack usually falls of its own weight, and boards of education can better afford to maintain a dignified silence and abide by the ultimate judgment of public opinion.

## The Public Schools and Irrational Newspaper Criticism

As a rule the board of education in the average community has the loyal support of the local press. It prints the school news as it finds it, and permits the public to draw its own conclusions. Sometimes an editor, who aims to reflect popular opinion, differs with the school authorities and voices his opinions in well chosen language while the school board is silent. It has no comeback because it does not publish a newspaper.

The well poised board of education, however, is not readily stampeded by an editor. It holds to its knitting and does exactly what it intended to do and ought to do. Its acts are usually justified in the light of reason and common sense.

But, there are editors who vindictively start out "to get" the school board. Any action taken by that body which can possibly be construed into a wrongful act is so construed. Whether a school board ought or ought not to be reprimanded is not the issue. It is the manner of attack that deserves attention.

Here is an instance: The school board at North Adams, Massachusetts, met with a group of manufacturers to discuss the subject of industrial education. The result was that the school board was convinced that the interests of the community would be best served by introducing vocational training in the schools.

But, note the approach of the local editor to an innovation which is accepted by the average community anywhere in the United States with

popular approval. He rises to ask: "Are the schools or any part of them, to be run for the benefit of the manufacturers? Has the traditional purpose of American public education turned from the making of citizens to the making of things? Even though the makers of things should agree that they could make these things better, or faster, or cheaper if the city would guarantee them a labor supply of partly trained children, would that fact in itself offer any justification for the city to set up, at public expense, an apprentice-factory to produce such a supply?"

Evidently this newspaper editor has not learned that we have lived for some time in the transition period from old-time apprentice system to the modern vocational training.

### SCHOOL ATTENDANCE

The value of a single day's work in school, and the by-products of a day's absence from school, is a subject which we have found needing parental consideration in many instances. Over and over again have we heard this explanation: "I didn't think John would lose much by being out that half-day." And again: "Surely one day doesn't make much difference." Also: "Why should a few minutes of tardiness make any great difference?" The problem of regularity of attendance, and of being on time, is one of first importance in the efficient running of any school system. Attendance and punctuality have a direct influence upon the individual child's progress and also upon the by-products of his school life and character.—L. L. Caldwell, Superintendent of Schools, Hammond, Indiana.



# College Exits and Entrances

H. E. Stone, Dean of Men, West Virginia University

"All the world's a stage,

And all the men and women merely players:  
They have their exits and their entrances."

Shakespeare was not referring particularly to university students, nor was he thinking of the college world, in which each year there are tens of thousands of entrances and thousands of exits. Out of my experience in counseling with hundreds of high school seniors planning to enter college, and with a large number of college men about to leave for home branded *Failures*, I have come to some conclusions, at least tentative, as to the reasons for these casualties—these blasted hopes.

I remember well a black-haired youth of good parentage who had violated most of the ten commandments while in college and, in addition, failed in his work. He came to the University at 15 from a private school, and at 16 he left. He seemed immune to advice and impervious to suggestion. There were no dormitories and he could not stand the freedom of college life. From this and similar cases, I conclude that fathers and mothers have no right to send youths in their teens away from home, if these same youths have not demonstrated character, capacity, and the ability to stand alone in the free public high school. Some boys are sent to private school and to college because they are unmanageable at home.

The other day I said goodbye to a fine young fellow who had been cheer leader and was known to thousands. He left "by doctor's advice." In fact he "flunked" because he played continuously in an orchestra, missed little in college social life, and did not study. He belonged to a fraternity, and owned a dress suit. His excuse for playing so much in the orchestra was that he was supporting a widowed mother and himself. His case and others like it suggest the advisability of discouraging young men from attempting a college course unless they have some financial backing, or at least a willingness to recognize the fact that a college man cannot earn his own way, engage in social and athletic life, and do well in his studies. If he can, there is something wrong with the college.

A six footer from the law school dropped into my office to inform me that he had "resigned." He had a big dog, a fine automobile, and a steady girl, in addition to some bad habits not unrelated to the Volstead Act. The combination just naturally was too much for him. Parents who have sons and can afford to buy automobiles for them, and supply them with big allowances, may draw their own conclusions and act as their judgment dictates.

A conscientious boy direct from the farm suddenly disappeared from our College of Agriculture. A call at his rooming place, a secluded and ill-furnished house in a remote part of the city, elicited the information that he had become discouraged and had gone home. I wrote to him and received in reply a two thousand word letter. It was the pathetic story of loneliness, too little social and religious life, inability to mix and a sensitive nature easily wounded by the jibes of other men. Such cases are not common but they occur just the same, and they can be cured by kindness and "the personal touch" if discovered in time.

A six foot pre-law sophomore of the College of Arts and Sciences came into my office to "talk it over." He had never failed in high school, and I found his high school listed "First Class" in our general catalog. His father, a successful lawyer, was proud of him. Had he not been a "leader" in high school and made high grades besides? Was he not assured of

success in college, he who could play on the high school football team, make the high school debating team, manage the high school paper and annual, and participate in high school dramatics? Let us summarize the history of his development during the first three semesters at his university which his "personnel blank" in my office shows he selected because it is his "own state university," and here he would "make the most friends." He came then, among other reasons, that he might make friends, a laudable ambition if properly limited and controlled. He entered upon his freshman year with high hopes, made the football squad, was initiated into a national fraternity, made many friends, and passed all of his courses. He began the work of the third semester without a failure and happy because of the fact that he had moved into the "frat house" and could be with the boys more, a perfectly natural instinct, the instinct of gregariousness, the tendency to seek others of our kind, but like all natural tendencies, dangerous, if unrestrained. No friends were lost. New friends were made. No activities were dropped. College dramatics was promptly added to his "extra curricular" activities. When he came to me the other day he had been sick and out of his classes for a week. The doctor advised him to go home where he could get regular hours of sleep, rest up, and return in a week if he felt able. Mid-semester examinations were approaching. He did not dare. He would quit "except for what the people at home would say." And besides, if he quit he would "miss the opportunity to take part in the University Dramatic Club play" which was only five weeks away. "What shall I do?" He begged me to tell him. "I am failing badly in physics, and I can't keep up the pace. At home I went to bed early. Here I stay up late." How warmly he grasped my hand when I encouraged him to remain in school, eliminate some of his outside activities, ask permission to drop one subject if he found it absolutely necessary, and move out of the frat house to a quiet home where he could get more regular sleep—at least until he could "come back," physically and scholastically. These things he happily agreed to, and, if he lives up to his agreement as I think he will, one more college man will be saved from the humiliating retreat with banners down and "hope deferred," which makes the heart sick. After he left the following notation went down on his personnel card: "Too much extra curricular activity, energies spread over too much territory, advised to limit his outside activities, demand for himself sufficient sleep, and, if permission can be obtained, carry one less subject. Promises to act on advice and remain in school."

I learned recently from our attendance department that a third-year student in our College of Engineering—a major in electrical engineering—had been missing his classes. Knowing that he was not ill, I called at his room. As he opened the door of his three-room apartment K.D.K.A. was just signing off. An open copy of Snappy Stories with an enticing cover design rested temporarily on the comfortable davenport just opposite the loud speaker of his up-to-the-minute receiving set. The "practical aspects" of radio had distracted his attention from the mathematical and electrical theories of the University radio laboratory. "I can't get calculus and analytics," he said. "It's no use." The ability to hew to the line; to say with the apostle: "This one thing I do;" to give prolonged, concentrated attention to liberal or pro-

fessional studies was never so necessary for the University student away from home guidance and control as it is in this wonderful age when the extra-mental world so attracts and distracts.

But why multiply cases? Each is different. There are as many causes of failure as there are failures in college. These causes are not general. They are specific. They are not to be explained by saying that they result from a wrong attitude on the part of the student, poor methods of teaching on the part of professors, poor preparation in the high schools, too much social life, athletics, the distractions of fraternity life, or a "low intelligence quotient."

An examination of the intelligence scores received by our freshmen in the Thorndike intelligence examination given to freshmen at the beginning of the school year 1923-24 is significant.

The median score for freshmen in West Virginia University is 56.7 per cent. Of fifty Freshmen who failed in more than half of their work during the first semester of the present school year, 41 had an intelligence score below this median. One-third of these students scored less than forty and one pre-medic student scored 18.8 per cent.

Special studies made by departments of mathematics, chemistry, etc., indicate that in subjects where memory work is less important than analytical ability, ability to reason, scientific accuracy, and exactitude "the students with the lowest intelligence are the ones who go down first."

That low intelligence alone is not the only cause of failures is frankly admitted by Dr. Samuel Morris of the chemistry department of West Virginia University, and by others who have studied the problem. Dr. Morris, after an exhaustive study of the intelligence scores and the chemistry grades of 272 freshmen taking general chemistry in West Virginia (1922-23), draws the following conclusion: "Instead of the failures being almost entirely in the lowest quarter, as one would expect, considering intelligence alone, we find them distributed throughout the four sections, regularly decreasing in numbers with the increase of the intelligence score. Evidently there are other factors playing a large part in the chemistry grades, which operate equally among the students regardless of the degree of intelligence as indicated by this test." Dr. Morris is right. There are other factors.

An interesting study of the geographical distribution of 110 students of West Virginia University (representing all the colleges), who failed in more than half of their work (first semester, 1923-24), has just been completed by the writer. This study brought to light the fact that no one high school, or group of high schools, is responsible for these failures in the University. These 110 failures included students prepared in 58 different high schools. Only four of these high schools could claim five or more failures. The largest number (13) were of students whose home town is Morgantown, the seat of the University. This number is not excessive when we consider the fact that one out of every five students in the University is registered as living in Morgantown, and that not all of these were prepared in the local high school.

Since we cannot, in fairness, indict all secondary schools and secondary school teachers, we must look further for the causes of failure among the University students.

Recently it occurred to me to see what reasons students give for their failures in college. A hundred college men and women who

failed in more than half of their studies last semester gave the following reasons for their failure to come up to the scholastic standards set by the colleges of arts, law, medicine, engineering, agriculture and music in West Virginia University. The reasons given are listed in the order of frequency as contributing causes of failure:

Illness of self.  
 Insufficient time devoted to study.  
 Change from high school to college too great.  
 Illness or death in family.  
 High school preparation not sufficient.  
 Bad start at first of year.  
 Schedule too heavy.  
 Athletics.  
 Too many outside activities.  
 Too much outside work for self support.  
 Did not know how to study—bad study habits.  
 Professional school so different from College of Arts.  
 Not well during examinations.  
 Worried about financial matters.  
 Out of school for several years before entering college.  
 Unwise distribution of time.  
 Poor training in mathematics.  
 Lack of recreation.  
 Homesickness.  
 Over confidence.  
 Started in school late.  
 Irregular attendance.  
 Too much time on a single study—neglected others.  
 Did not realize amount of time required to pass course.  
 Bad study conditions.

It must be remembered that these are not necessarily the actual causes of failure. They are the reasons given, and I think given honestly by a hundred students when confronted with the question: Why did you fail? Naturally students did not mention badly ventilated classrooms, poor teaching, insufficient attention to health and housing by university authorities.

It will be observed that "illness of self" is at the top of the list of these 25 reasons given by students whose marks were below passing in more than half of their work. "But," you say, "surely illness is not the chief cause of failure on the part of university students." It is well to remember that we have been considering the explanations given only by the worst failures—those who were compelled to petition the Committee on Classification and Grades for the privilege of remaining in the University. I asked the same question and sought the answer in an investigation of the petitions filed in the attendance office for the excuse of absences. I found that many had been regular callers at the University Infirmary. The most common ailments treated by Dr. Kessel at the infirmary are tonsillitis and throat disorders, coughs, colds, and disorders of the stomach. Statistics as to the number of student cases treated by the university physician, are enlightening. During the seven months from September, 1923, to April 24, 1924, 3,900 cases were treated at the infirmary or in the rooms of students. Many of these cases are what are known as "repeaters." A bad throat or weak lungs cause their absence from school and treatment at the infirmary with every change in the weather. It is this condition, without doubt, that has led some universities to admit each fall only such students as can pass a physical examination. Such a rule applied to entering students at West Virginia University each fall would, without doubt, reduce the work of the Infirmary and lessen the number of students who fail in their work.

When we come to consider the hundreds of students who fail in only one or two subjects, as for example in college algebra, trigonometry, and calculus or in chemistry, the case is different. In going over with Dean C. R. Jones the study made by him of failures in the College of Engineering it was apparent that the high schools and normal schools of West Virginia



HARRY D. PAYNE,  
 Supervising Architect, Board of Education,  
 Houston, Texas.

Mr. Harry D. Payne, formerly an associate architect with Wm. B. Ittner, has been retained by the board of education of Houston, Tex., as the supervising architect for the board's new four-million-dollar school building program.

Mr. Payne will have in his charge the making of the preliminary sketches and studies for the projects involved in the program, and will set up the structural standards and details from which a group of associate architects will develop the working drawings. The preparation of the drawings and the general execution of the work will be carried out under Mr. Payne's personal supervision.

Mr. Payne's architectural education was obtained at Washington University, and his first professional experience was in the office of Isaac S. Taylor, director of works at the St. Louis World's Fair. Entering the office of Wm. B. Ittner in 1915, he has been constantly identified with the work of the office for the last ten years, with the exception of time spent in the army. In the spring of 1923, he was made an associate architect in the organization. He has represented the Ittner office at a number of the more recent meetings of the National Education Association.

vary greatly in the degree of efficiency in which they teach the first two years of algebra and plane and solid geometry.

I would not have you think that I am unaware of the fact that a good many students are unable to hold themselves down to the task. With intelligence scores as low as some students registered this year, it would be strange indeed if they could engage in prolonged and concentrated study.

I would also remind you that I have ample evidence that not a few students waste a large portion of their hours in idleness, gossip, and lazy self-indulgence. This is apparent from even a cursory study of the student personnel blanks in my office.

A valuable opinion as to why students fail was recently given to the entering class of a neighboring state university. Speaking before the student body, President Alderman of the University of Virginia once said: "According to the science of statistics sixteen out of every one hundred of you will fail in your work here—a negligible percentage of this failure is due to mental immaturity—a very small percentage of this failure is due to financial worries, ill health, and real misfortunes. This delinquent group is recruited generally from the ranks of those reared under easy circumstances and who have never been made to see life seriously. Too little sleep, fast and foolish eating, too much leisure, not enough study, loose and scattered thinking—these are your enemies, my young friends."

In the course of a study of student mortality among freshmen a questionnaire was sent to the administrative officers of thirty higher institutions of learning in June, 1924. Included in the list were engineering colleges and colleges of arts and sciences, connected with great state universities, and similar institutions existing apart under denominational control. Two questions were asked: (1) "The per cent of your freshman class that passed in all subjects for the school year 1922-23." (2) "The per cent of your freshman class that failed in enough of

their work to cause them to be excluded from school during the school year 1922-23."

Practically all of these institutions answered the questionnaire. More than half admitted that they had "kept no statistics of freshman failures," or gave irrelevant answers.

One of the great eastern engineering colleges wrote in answer to question No. 1—"About ten to fifteen per cent of the students in the freshman class of 1922-23 passed in all subjects," and added: "The registration in September, 1923, had from twenty to 25 per cent fewer of the previous year's freshman class by reason of not meeting the requirements imposed."

For all institutions where statistics concerning freshman failures were kept the median per cent of students who passed in all subjects was 53 per cent while the average was 48 per cent.

Some interesting opinions were expressed by administrative officers of institutions where no scientific or statistical studies of the causes of freshman failures had been made. For example I quote from the Dean of the College of Arts and Sciences of a state university of the Middle West: "I have some very definite opinions as to the cause of failure among freshmen. These convictions may be wide of the mark, but I shall submit some for what they are worth. The unrest following the Great War is still largely in evidence. This unrest has affected the high schools as greatly as it has schools of higher rank. Hence, students come to the university not nearly so well prepared as they did ten years ago. We teach a course called college algebra that would not have been considered college algebra at the period in the past I have just mentioned. Then, university students in this school cannot walk as formerly, but they must ride in a car, and this makes it very convenient for them to ride hours when they would formerly have been at their studies. Then, the picture shows are as well patronized as ever. In this institution there are about twice as many attractions in the way of athletics, recitals, and such distractions as there were ten years ago. There are, therefore, in my opinion entirely too many things to take the student from the work which his parents sent him here to do."

The Assistant Dean of the College of Arts and Sciences of one of the most progressive of the state universities of the Middle West not only gave the statistical information called for but made the following observations based on a rather extensive experience: "I am very glad to have a chance to answer the question which you suggest in the rest of your letter. The cause of failures among freshman students has interested me considerably. I do not speak with anything like finality, because so many elements are involved that it is hard to discern the truth. Such conclusions as I have reached up to the present minute, however, I am glad to communicate to you.

1. One cause is this: That more and more as time goes on, the material entering college is heterogeneous and unprepared. When I say unprepared, I mean unprepared because of lack of natural endowment, because of lack of intellectual curiosity and of eagerness to improve the mind and refine the spirit. Though I am not an old man myself, I can remember very well when one select member in a large family went to college. Everybody goes to college now. Hence, we have to try to teach many who do not want to be taught, many who come to college, not for an education, but for "college life," or because it is the regular and approved thing to do.

2. Another cause of failure is the lure of outside activities. The grand old ideal of doing one thing well is not a cherished ideal among present-day undergraduates. A college



man or woman inspires more respect than he deserves when he "goes out for" a variety of activities outside of the curriculum; superficial versatility is too much encouraged and persistent thoroughness is not valued enough. The attraction of athletics is becoming a greater menace every year. Our first semester is a constant struggle with students who succumb to the football atmosphere. Out-of-town games, celebrations on the home grounds in connection with home games, a constant scrutiny of the sport page, the feverish discussion carried on for whole weeks by students in regard to football prospects, the pressure from alumni on the undergraduates—all of these break down the desire and the will of study. "What are mere books and mere ideas and what is training for life," they seem to say, "in comparison with football?"

3. Another cause of failure, at least in a co-educational institution, is the temptation offered by "society." Among too many of our students, the week-ends are sacred to social diversion, to dances and other parties, lasting until late hours.

4. Another cause is the lack, among many students in this day, of the requisite sense of responsibility. There are those who will not face the facts of life squarely. They lack vision for the future; they refuse to renounce pleasure for work. The muscles of their will, if they ever had any, have become flabby, and they will not listen to, or cannot understand our warning that will-power can be developed only by attention and exercise. They do not realize that it is immoral to waste superior opportunities. Many of them are still too immature and too unthinking to know about anything like an obligation to themselves and society. A good deal of nonsense has crept into our philosophy in recent years. The notion that society is responsible for the sins and blunders of the individual is a very debilitating doctrine, and I have observed its influence on the minds and lives of many of our young people. A man saves his soul by getting out and saving it, and not by relying on somebody else.

Many failing freshmen protest that when they came to college they had never learned how to study. You will notice that I do not include that condition among the causes. I have no faith at all in that representation, though I think that they mean it in good faith, being more misguided than insincere. I do not believe that there is any special technique for studying. All of us who studied in our school days, did so for one or more or several reasons: the desire to learn, the fear of offending parents or teachers, or both, the desire to obtain academic rewards, the sheer will to have an outlet for intellectual energy, the desire to maintain the academic and intellectual standards of some group; and there are many other causes. If a boy or girl at college is stimulated by one or more of these incentives, he just goes ahead and studies. He shuts himself up in a room and concentrates with serious and respectful attention. If he wants to attend a dance or attend the theater at the end of the week, he says to himself, "I shan't really earn the bit of amusement unless I perform this duty, for business comes before pleasure." The defense that a student never learned how to study is a weak and spiritless alibi, and seldom comes from the lips of a student who deserves to be classed as college material.

For the purpose of determining the relation between student illness and student failures the following questions were submitted to about a dozen large universities:

1. Do you have a university infirmary?

2. How many cases of student illness did your infirmary treat during the school year 1923-24?

3. What were the most common cases treated?

4. What evidence have you as to the effect of illness on student failures in scholastic work? How does it rank with such causes as athletics, fraternity life, too much social life, etc.?

One of the largest of the universities reported no infirmary while a smaller institution reported nearly a thousand infirmary cases in a single year. Uniformly the most common cases treated were upper respiratory infections and communicable diseases generally. Practically every answer included acute colds, bronchitis, tonsillitis, and influenza. One great Eastern college which maintains a large health staff reported the treatment of "everything from blistered feet to fractured skulls." Singularly not one of these higher institutions of learning submitted any facts concerning the effect of illness on student failures, although one institution did report that "the question is under observation." The health officer of the University of Illinois reported 678 students quarantined for a total of 5,909 days during the school year 1922-23. This was equivalent to closing the School of Engineering for a period of four days. The University of Nebraska gives a complete medical examination to every freshman and maintains a student health service which includes two resident physicians, a resident nurse and a resident pharmacist, for an enrollment of about 7,000 students. During the year 1923-24 there were: 6,481 treatments, 1,860 examinations, and 1,480 prescriptions.

A third questionnaire as follows was submitted to thirty college presidents and deans:

"I shall appreciate any statistical information you may have as to the relative influence of the following factors in causing enforced withdrawal from your institution. In other words, what per cent of complete scholastic failures in your college are due to:

1. Ill health of student or sickness and death in family?
2. Poor preparation in high schools in fundamental subjects?
3. Too much social life?
4. Financial worry?
5. Too much outside work?
6. Too much time and interest in athletics?
7. Fraternity life?
8. Bad personal habits, wrong associates, drinking, etc.?
9. Lack of interest due to presence in course for which not adapted?
10. Bad conditions for study—noisy room, etc.?
11. Lack of knowledge of how to study?
12. Other causes?"

This was perhaps the least productive of scientific data. The common confession was: "No definite data available," or "We have not kept such detailed statistics as would be necessary to answer these questions." Several replies giving opinions only were received. In a number of instances no reply was forthcoming.

It is a significant fact that the less attention given by colleges and universities to the care of student health the greater is the tendency of administrative authorities to minimize the factor of ill-health as a cause of student failure and to attribute failures to "laziness," "lack of interest," "inability to concentrate," and "poor preparation." Strangely little effort in some institutions had been made to discover the causes back of "laziness," "lack of interest," and "inability to concentrate."

Some suggestive facts were obtained in 1922 by a special committee appointed by the Dean of the College of Literature, Science, and Arts of the University of Michigan to investigate the causes of freshman failure. Responsibility was placed upon the University, preparatory

schools and individual students. A lack of well-prepared, experienced teachers for freshmen classes, too few consultations between instructors and individual students, excessive participation by freshmen in extra-curricular activities, lack of training in how to study, laziness, lack of interest, poor rooming conditions, immaturity of mind, outside work, and poor health, were all named by the committee as factors causing failure. No attempt, however, was made to study the relative weight of each factor or to deal with the question statistically. The evidence submitted by the committee, other than that based on personal observation and opinion, was for the most part obtained from official files dealing with reports from students cited for poor scholarship. Among the recommendations made by the committee were: better teachers for freshmen, smaller classes, closer personal relation between instructors and students, definite help in rhetoric classes on "how to study," the limitation of freshman participation in outside activities, and the raising of entrance requirements.

Perhaps the most comprehensive and scientific study of student mortality recently made in any state university is the report of the special committee appointed by President L. D. Coffman of the University of Minnesota and published (March 17, 1924) as Report No. VI of the Survey Commission.

Both withdrawals during the school year and failures to re-register for fall, winter, and spring quarters (1922-23) were considered in this study.

While home demands, the removal of family, transfers to other colleges, lack of interest, change of objective, marriage, and other causes of student mortality were found, it is interesting to note that a classification of net loss based on reasons given by students indicates that "the two most clearly defined causes are 'illness' and 'financial.'"

A reclassification of net loss based on reasons given by students, and all available supplementary information, also shows financial reasons, and illness as the leading causative factors among 1,668 students who cancelled their enrollment or failed to return.

Concerning student loss the report says: "The most frequent reason given for cancellation is 'financial.' This would be expected even under normal conditions in an institution like the University of Minnesota where, according to a recent report of the dean of student affairs, 72 per cent of the men and 29 per cent of the women are partially or wholly self-supporting. With the abnormal economic conditions of the last few years, it is not surprising that 25 per cent of those who cancel or fail to return to college should be largely influenced in their decision by the financial situation.

The commission has the following to say concerning the other leading cause of cancellation or non-return—illness: "There are two fairly distinct groups of students included in this class (1) those whose illness has been of such a nature as to render their withdrawal imperative, such as major operations, serious incapacitating illness as pneumonia, scarlet fever, etc., or injury from accidents and (2) those subject to chronic ailments or in an impaired condition of health, or having been temporarily incapacitated, find it impossible on their return to the classroom to make up the work which they have missed. It is quite apparent, in some instances in the latter group, that 'illness' is not the sole reason for cancellation. A temporary illness which may be a negligible factor in the case of the better student, represents a severe scholastic handicap to the poor student. In many cases,

(Concluded on Page 159)



## THE AMERICAN School Board Journal

WM. GEO. BRUCE }  
WM. C. BRUCE } Editors

### EDITORIAL

#### THE GENESIS OF A COMMUNITY SCHOOL ROW

No one will deny that a lively school board election or a spirited debate over a local school question, has its definite value. There may be some decided differences of opinion, and some one may get awfully excited, but all this manifests a wholesome interest in community progress.

A board of education that has been elected through the stress of a real campaign in which a full vote was brought out will have a higher appreciation of its own responsibility, than is manifested in instances of a board election where the community has remained indifferent. Likewise a proposal in the board that is subjected to a spirited debate is more likely to reach a correct solution than where a sluggish acquiescence prevails.

But, the so-called school board row asserts itself here and there with more or less vigor and acrimony. It may have had its origin in a contention between a conservative and a progressive attitude of mind, between two obstinate natures bent on dominating a situation, or in a spirit of clique retaliation and revenge. These are internal rows which must be settled within the precincts of the board of education.

There is, however, another species of the school row, namely, where trouble between the school board and a group of citizens has arisen. Sometimes it is over the selection of a school site, over the transfer of pupils from one school to another, or the dismissal or retention of a teacher, principal or superintendent. The school patron is jealous of his rights as a citizen; he pays for the schools and believes he ought to have something to say about them.

One way to concentrate public opinion is to call a mass meeting, provide a few fiery speeches, and have a set of resolutions condemnatory of the school authorities in readiness. A protest so staged is certain to go off with a bang. The newspapers will do the rest.

Where these regrettable rows arise it does not necessarily follow that the school board is all right and the public all wrong. But, experience has taught that ninety-nine times out of a hundred the school board is in the right, and that the protesting group of citizens is actuated by prejudice, revenge, or pure selfishness, and therefore in the wrong. Sometimes a rumpus gets its start through a lack of frankness on the part of the school authorities, thereby causing a misconception of the facts, but, in instances of this kind, the atmosphere is soon cleared when the truth becomes known.

A mass meeting held at Omaha condemned the school board as an "outrageous and un-American body" and then sent a delegation to find out about things. The particular complaint was that the school board acted in secret sessions. When the delegation learned the facts the protest evaporated into thin air. It

was found that the complaint was wholly unfounded.

"You make statements in mass meetings without knowing what you are talking about," said Max I. Walker, a member of the school board. "We hold secret meetings and always shall for certain things. Could we buy property at a reasonable price if we discussed the possibility of it in open meeting? If your boy or girl gets into trouble and must be expelled, would you have us discuss it in open meeting? If you want to help us to get information, the place to do it is here and not in mass meetings. We are not running in competition with mass meetings."

#### THE SCHOOL CAFETERIA AS A PUBLIC UTILITY

The modern school building primarily contemplates the safety and comfort of those housed under its roof and such an arrangement of the interior space as to permit the most efficient instructional labors. The growth of the child is the objective.

But, the modern school building does more. It aims to promote the physical welfare of pupils and teachers. Many innovations have been brought to the school plant in recent years which are designed to promote health. The introduction of especially controlled conditions of light, air, and temperature, together with the elements of safety and convenience, have been the special concern of the schoolhouse architects.

Among the innovations of recent years, looking towards health and convenience, has come the modern school cafeteria. Its purpose is to provide wholesome food at moderate prices to those who find it inconvenient to travel long distances for their noon meal. It saves time to secure a luncheon during mid-day at the schoolhouse. The dinner meal is taken in the evening at home.

The modern school cafeteria has been brought under a form of control whereby clean and nutritious food is quickly served at prices that involve no profit to anyone, but which are also so fixed as to obviate a financial loss. School authorities have generously installed proper equipment and have inaugurated regulations whereby proper service is made possible. All this is done to further the physical welfare of the pupil and the efficiency of the school. It has no other purpose.

In the absence of a school cafeteria, and where such an institution is really needed, it has been found that the pupils go to neighboring candy and soda shops and eat the very things they ought not to eat. Frequently where boys are free from control they are given to cigarette smoking, swearing, and uncouth language. The girls may be exposed to suggestive comment and insult.

There are undoubtedly instances where the school cafeteria idea has been carried too far. There is no sense, for instance, in maintaining a cafeteria where all the pupils live within a radius of less than a mile from the schoolhouse and where ample time can be given for them to go home for their meals. Again, instances are reported where the school authorities have been too lavish in their cafeteria investment, where the space assigned to this utility is wasteful, where the equipment is too elaborate, the management faulty, etc., etc. But, all these are matters of local concern and subject to correction.

The students attending high schools and consolidated schools are usually recruited from a wider range of territory and live at distances which prevent them from going home for their noon meal. The cafeteria affords a control which not only dictates nutritious food, but

also a proper decorum during the luncheon hour on the part of the student body.

Nevertheless, there is here and there an outcry against the school cafeteria. In some communities it is being opposed because perchance some one is conducting a restaurant in the neighborhood of the school. In others it is claimed that the prices are too high, that the management is weak, that the children eat sweets instead of the substantial food, that the scheme encourages lazy mothers, that it makes for snobbishness, etc., etc.

And yet where this outcry has led to an investigation on the part of the school authorities, it has been found that the complaints are either founded upon minor shortcomings, or that they lack the basis of truth altogether. No doubt, the management of school cafeterias is still subject to improvement.

The board of education of Lynn, Massachusetts, recently installed a cafeteria in its high school. Thereupon the mayor of the town became wrathful and said: "The school committee has no moral or business right to spend the taxpayers' money for restaurant equipment. While the law says that it may prepare lunches, it does not mean that somebody else cannot do it, and provide a business and pay-as-you-go system. Parents of Lynn children do not send their children to school to eat. I never bought lunches in school, nor did my classmates, although some took them with them, and I am still alive and healthy, although some claim I may not be normal. The school committee is becoming too darned paternal in its efforts."

The mayor's outcry illustrates the conservative viewpoint and, no doubt, there is some merit in what he says. But, on the other hand, the cafeteria is not the result of a mere whim or fancy, but represents a modern innovation, which has grown out of a condition and which serves a practical purpose. Again, in providing such utilities the school authorities are not only responding to the demands of the public, but are serving the best interests of the school as well.

#### THE BOARD OF EDUCATION AND THE PUBLIC PRESS

The country's system of education at the present time is administered upon an elaborate and intensive scale. Fully one-third of the cost of local government goes into the schools. The public pays the bill and must have the assurance that its tax monies are wisely expended. It must, from time to time, be informed what the schools are accomplishing and as to the character of the administrative service which the authorities are rendering.

The principal medium of intelligence is the public press. It notes, from time to time, the more important departures and innovations of the school system with an eye upon the operations involving large expenditures. The newspaper represents the public, hence, has a right to all the information that the public is entitled to know.

Thus, the school authorities in dealing with the press are in reality dealing with public opinion. The press, therefore, as a mold of public opinion cannot be ignored as a factor in school administrative effort. The deliberations of the board of education must be open to the public, hence, open to the press that represents the public.

In many sections of the country school authorities have in recent years found themselves compelled to take the initiative in informing the public as to the needs of the schools, in order that adequate support might follow. The ordinary news matter regarding the schools no longer sufficed. Facts and figures, comprehensively formulated, had to be presented to a tax-



paying constituency, together with the arguments why a more liberal support must be forthcoming if the high standards called for were to be maintained.

Thus, the press has become an important ally to the board of education in securing that public cooperation which is necessary in realizing new departures involving heavy expenditures of money. School bond issues cannot be carried unless the voter is convinced that they ought to be carried. The school authorities must lay their cards on the table, and invite the public into the confidence through the medium of the press.

In the relations between the school board and the public press, friction has arisen in recent years on the question of executive sessions. Meetings held behind closed doors annoy the newspaper reporter. He goes out to get the news and when he finds himself barred from a secret session he becomes suspicious.

Experience has, however, taught that there are some deliberations in the administration of a school system that cannot be shouted from the housetops. They must be adjusted within the confines of four walls. They may affect the morals of pupils or teachers. To expose a scandal to the public mind means to expose it also to the child mind. The offending parties must be reprimanded or removed without publicity. The good discipline of the school system demands this.

There is another situation that demands executive treatment, namely, the consideration of school sites. Discussion here must also be carried on between four walls. To disclose the intention of the school authorities in the solution of a given site will unquestionably tend to higher valuations and greater costs. Publicity here has in many instances proven a most expensive privilege.

There is no question that much in the way of school activities and administrative deliberation, which might make legitimate and interesting news, never sees the light of day. The news gatherer will accept that which he receives. He approaches his task with a news instinct and will determine between that which is acceptable and that which is non-acceptable.

If then matters of real news value fail to reach publicity it is more often the fault of the news dispenser than of the news gatherer. The one possesses a news sense, the other does not. The latter will give out what he believes to be of public interest, or what he is asked to give, and let it go at that.

It follows here that those who serve a school system in a representative capacity should not only bear in mind that the public is entitled to know what is being done, but also to be able to distinguish between what is news matter and what is not.

The average newspaper man is ready and willing to publish all legitimate matters of news and to deal fairly with the schools and their exponents. It is safe, too, as a rule to be entirely frank with newspaper men as to what is going on, and then trust them to omit premature or unwise publicity when it is suggested that they do so.

In conclusion let it be said that the relation between boards of education and the public press constitute an important factor in the government of the schools. If popular education in the United States has been placed upon a high plane of efficiency it is not only because the school administrator has been enterprising and competent, but also because he has had the support of the public behind him. And that means that school administration has at all

times, had the loyal cooperation of the public press.

There is, however, no safeguard against the chronic trouble maker who directs his venom against the board of education. For the want of something else to do he stages a rumpus when he gets a chance, and the heat that he generates will only cool down when reason has been restored. No small or large town school board is entirely immune against the attacks of the hot heads and busy bodies who are bent on stirring up trouble.

In order to forestall an uprising on the part of a trouble maker and those easily led by him, it is wise to be open and frank with the public on school board policies and departures that have been agreed upon. The disturber will operate just the same and must for the time being be tolerated, but he can best be met with the force of truth and wisdom.

Every community has in it those who feel themselves entrusted with the safeguarding of public interests. They are usually sincere in purpose, but suffer with an enlarged ego and through a misconception of the fitness of things cause unnecessary disturbance and trouble. Time and reflection usually restores calm and reason.

#### SCHOOL ADMINISTRATION THROUGH MASS MEETINGS

One of the methods of recording protest against the actions of a board of education which has been employed with some frequency in recent years is the public mass meeting. It is an old method which has never found acceptance by thoughtful citizens, because on the whole it is unwise and inexpedient.

The citizen who disagrees with what he believes to be the policy of the school board, usually disagrees because he is either uninformed or misinformed as to the facts in the case. Instead of heart to heart talks with the school officials who know the facts and would clear matters, the irate citizen rushes blindly into an open protest. A vindictive spirit has seized him and he must voice his opinions before a crowd.

A mass meeting, unless directed by conservative and sane minds, is bound to run to extremes. The mob spirit, with all its uncertainties, is bound to lead to extravagant statements and to erroneous conclusions. The misinformed leader is certain to excite the equally misinformed followers into unbridled language and rash action.

An illustration of what a mass meeting called for the purpose of telling a board of education where to get off will say and do, was recently presented at Omaha. It was primarily called for the purpose of preventing the school board from employing a business manager. The sum of \$39.50 was collected for the purpose of defraying the expenses of an injunction suit.

The following paragraphs are quoted from the speeches that were printed in the local newspaper: "Not since 1891 has it been so difficult to get ready cash or to make a decent living. A tremendous horde of men are out of work.

"Examples of extravagance set them in our schools of today will result in extravagance on their part in the future. Children educated in marble halls with mahogany equipment will not know when to don overalls in later life.

"The school system is over-feminized, and too many married women are employed. Omaha girls fitted for teaching in colleges of the state must accept jobs behind counters of department stores because there are no vacancies.

"Many modern teachers use slang and do things that common, mediocre persons do. It

is shocking. When I was a boy, teachers were supposed to have ideals.

"Some enemies of our schools would attempt to alienize this basic institution of America. I am in favor of turning such persons out to share the beauties of the experience of the old king who ate grass for seven years.

"There are too many fads and foibles in our schools. I have heard of the Charleston being danced in Omaha schools, the low down, abominable Charleston that shouldn't be taught anywhere this side of Hades. I wish the city council had guts enough to bar it from the city entirely."

More and similar quotations might be cited, but none of them were to the point. The question whether the employment of a business manager for the school system was in the interest of economy and efficiency or not, became secondary. Its merits were not analyzed. Instead there was a flood of intolerant language which could only result in lowering the prestige of the schools.

Some of the school authorities that have been exposed to this form of attack have not been intimidated. They have held that the board of education is the legally established medium through which the schools are administered and that no self-respecting body so organized can surrender the fate of the schools to mass meeting methods.

#### CHAMBERS OF COMMERCE AND EDUCATION

Better cooperation of local Chambers of Commerce with school boards will result if the educational program of the Chamber of Commerce of the United States is carried out. This national organization, through its Education Bureau, is attempting to interest local Chambers in a more active support to plans of the local school authorities for the conduct and development of the public schools under their charge.

To carry out this program it is urging local Chambers to elect "committees on education" to study local education needs and movements proposed to meet them, and in what ways the Chamber can assist. It has issued several publications for the general information of Chamber members.

The methods of carrying out its program is illustrated by the means adopted in securing material for the bulletins. Three years ago a questionnaire was sent to all local Chambers with the request that the information on these two subjects suggested be secured and returned. A large number of replies were received. They showed that the local education committees had made real studies of their situations and secured information by visiting schools and by interviewing school boards and superintendents. From these returns the first editions of the bulletins were made. Recently a similar questionnaire was sent again. The replies show the results of three years' activities. The information goes into revised editions of the bulletins soon ready for distribution. The great value of the work has been the local interest aroused by the studies and the better cooperation resulting.

Other phases of education in which the National Organization is enlisting the active interest of locals is a "closer supervision of activities of school children during vacation periods"; a "back-to-school" movement; and an "eradication of illiteracy" campaign. It is preparing for publication several additional bulletins on "The Teacher"; "School Laws and Administration"; "The Rural School"; "Immigration," and others.

# The Locker in the Modern School

Daniel V. Trapp

## THIRD ARTICLE—SPECIFYING AND BUYING

After giving consideration to the various types and designs of lockers, so that one may be more conversant with the purposes and advantages of the types, the next item for consideration should be the actual preparation of specifications for purchasing. This would encompass the proper specifying of what is wanted and the method of asking for prices or bids.

Many architects and school boards specify one or more makes of lockers by the trade mark, or by the name of the manufacturer or maker and then follow this with the term "or equal." There is no such thing as absolute equality in the materials or construction of two different makes of school equipment. The use of the words "or equal" only raises a question of doubt and invites subsequent controversy, in which the architect or school board must exercise their judgment under adverse conditions. The result frequently leads to embarrassment and regret.

The best that can be said for specifying "or equal" is embodied in the statement of an architect who said: "It is a poor attempt on the part of the specification writer to protect a client against monopoly, or else it shows that the architect is not sure of exactly what he wants." However, should it be deemed advisable to permit bids to be received on types and makes of lockers not contemplated originally, a clause like the following will cover the case much better than to add "or equal"; and will also give a more distinct analysis of respective values. "The lockers herein specified denote the standard of quality desired. Other makes may be quoted on, but the bidders must tell what will be the difference in price if another make than the one specified is used."

### The Use of "Open" Specifications

The use of general or "open" specifications similar to the following, which is used by some of the leading school boards and architects in obtaining prices on their locker equipment, will do the most to secure for schools, high grade lockers that have an established market value. It will insure bids on a fair competitive basis.

These "open" locker specifications cover lockers, box lockers, and gymnasium basket racks and will be found most complete for all general purposes.

### Suggested General or "Open" Locker Specifications

**Doors:** Shall be of No. 20 gauge steel adequately reinforced and stiffened with "tubular" reinforcements at each vertical edge and flanged at top and bottom edges; or, may be of No. 16 gauge steel flanged on all four edges and welded at corners. Steel for doors shall be full cold-rolled, patent-leveled enameling stock, or equivalent, free from surface irregularities and capable of taking a high grade enamel finish.

**Door Frames:** Uprights shall be 1"x1"x $\frac{1}{8}$ " hard steel angles, or approved construction of equal strength. Cross members shall be 1 $\frac{1}{2}$ "x $\frac{3}{4}$ " No. 14 gauge formed steel channels, joined to uprights at each end by two  $\frac{3}{8}$ " countersunk head rivets or by welding; or, may be of steel angle or other approved construction of sufficient strength to form a substantial rigid frame.

**Body:** Sides, backs, tops, bottoms and shelves shall be not lighter than No. 24 gauge cold-rolled steel.

**Locking Device:** Shall be simple, substantial and tamper-proof preferably of the "concealed, one-piece" type, operated by stamped steel (not

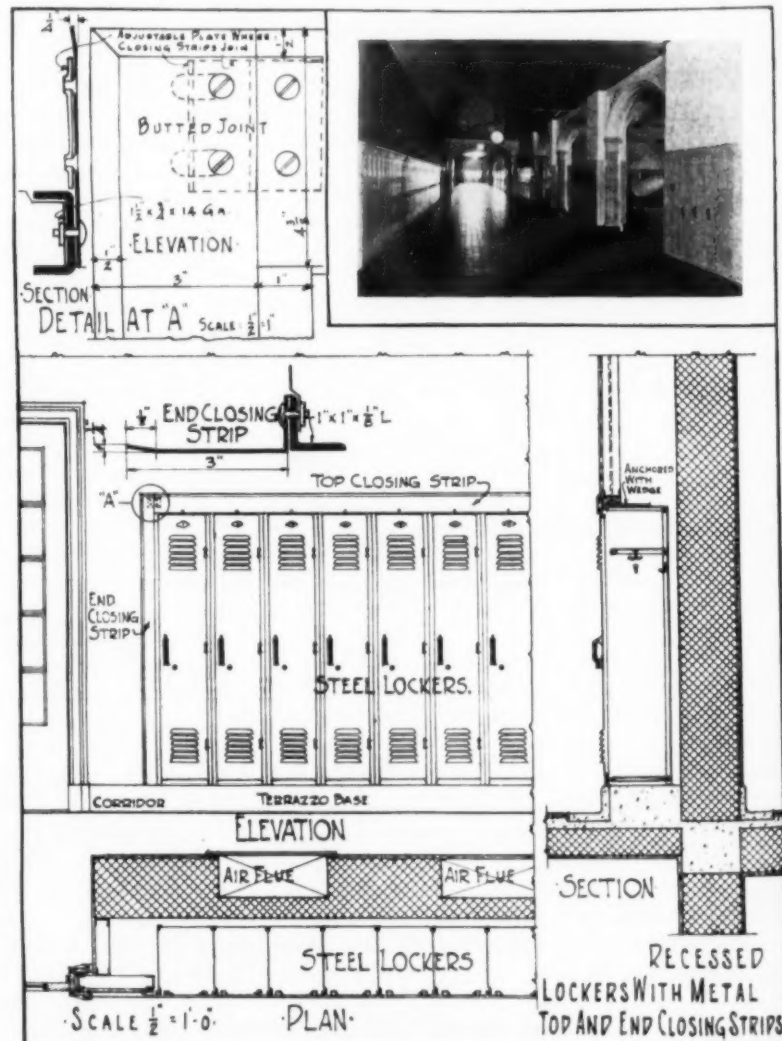
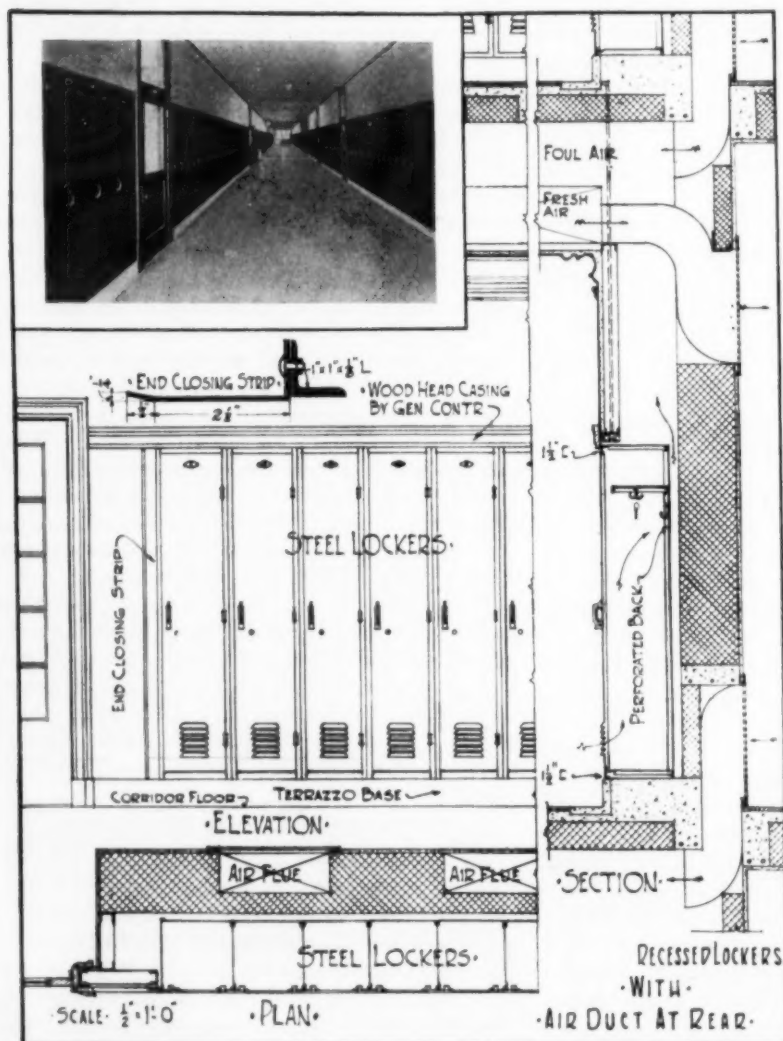
cast) straight line handle, latching automatically when the door is closed without lifting or operating the handle. There shall be three locking points on single tier lockers and two on double tier lockers, the points of contact to be directly opposite the hinges. All doors shall be provided with a padlocking attachment consisting of a plate with hasp attached to the door adjacent to a hole in the handle so the handle cannot be operated when padlock is affixed (unless herein-after specified padlocks are not included in these specifications).

**Locks:** All lockers shall be furnished with master keyed flat key, (grooved key or paracentric may be specified if desired) locks of standard manufacture with two keys for each lock (if combination locks are called for they should be of a size and type interchangeable with the standard flat key locks) (Padlocks either of flat key type or combination type can be furnished when specified).

**Hinges:** Shall be of the type known as full looped with five knuckles and shall be at least 1 $\frac{1}{2}$ " in width, attached to door frame with two  $\frac{3}{8}$ " countersunk head rivets and to door with two 14-20 binder head machine screws and nuts. If "butt" hinges are used they shall be sufficiently larger and heavier to afford equal strength. All hinges shall be so positioned that pins cannot be driven out. There shall be at least three hinges on single tier locker doors, and two hinges on double tier locker doors.

**Legs:** Where called for, legs shall extend at least 4 $\frac{1}{2}$ " clear below cross member of door frame. Front legs shall be integral with frame and be provided with detachable adjustable floor

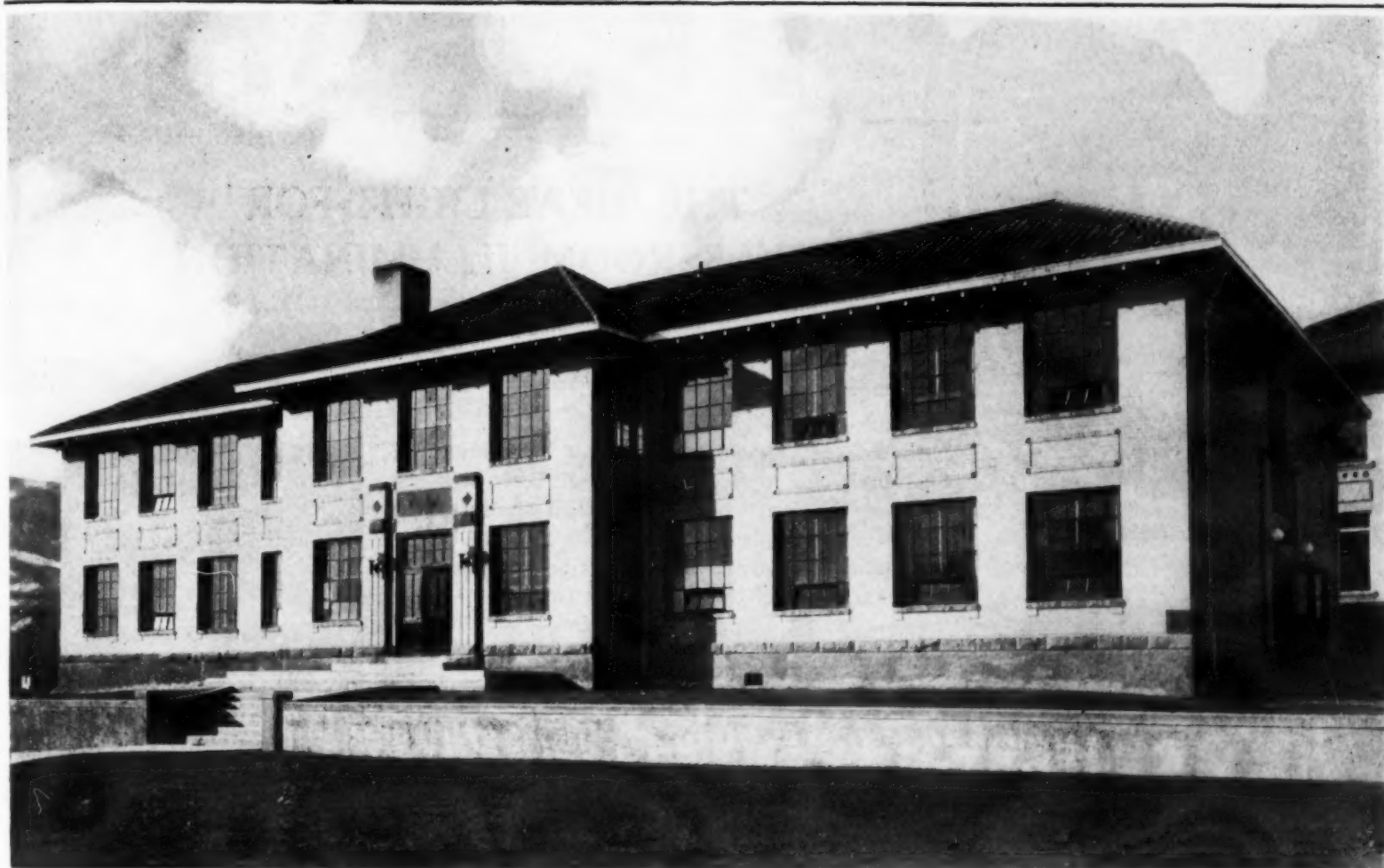
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DETAILS OF BUILT-IN CORRIDOR LOCKERS. Drawings by Courtesy of Durabilt Locker Co.



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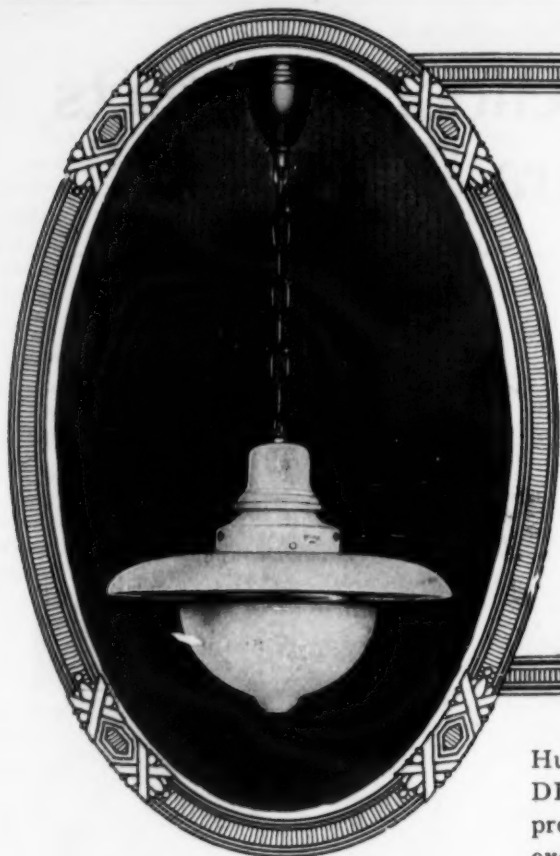
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(Continued from Page 74)  
plates and the rear legs shall be individually adjustable for height. Note: When lockers are to be placed on raised bases they should be furnished without legs.

**Tops:** All lockers shall have flat tops (unless sloping tops are specified).

**Ventilation.** Doors shall have standard louver perforations not less than six louvers near top and bottom of single tier lockers and three near top and bottom of double tier lockers. Louvers shall be preferably 6" wide by 3/8" deep to afford maximum circulation of air.

**Equipment:** All lockers single tier shall have one hat shelf, approximately 9" below top of locker, double tier lockers none. All lockers shall have one double prong ceiling hook and at least one single prong side hook on each side and back.

**Finish:** All lockers shall be finished with olive green baked enamel. (Other colors may be had at reasonable extra cost when specified) door handles and padlock attachments dull black baked enamel. Coat hooks shall be electro-galvanized of zinc plated or otherwise thoroughly rust proofed. All screws and nuts shall be rust proofed by the Parker-process. Where screw heads are visible on outside of locker they shall be of the slotless or binder-head type.

**Number Plates:** Each locker shall have a polished brass or aluminum number plate with black filled depressed numbers not less than 1/2" high, plates to be attached with split rivets.

**Workmanship:** Shall be of strictly high grade character, throughout. All like parts shall be standard and interchangeable accurately formed and correctly fitted.

### Specifications for Recessed Wall Lockers

Because of the increased demand for lockers recessed in the corridor walls, typical specifica-

tion clauses for the various standard arrangements, are suggested as follows:

(A) Lockers are to be placed in recesses provided for them, and the contractor is to furnish recess closing strips to cover the gaps at the ends and across the top of each locker section. These strips are to be made of No. 16 gauge full cold-rolled, patent leveled special enameling steel approximately 3" wide so attached to present a neat smooth finish.

(B) Lockers are to be placed in recesses provided for them and this contractor is to furnish recess closing strips to cover the gaps at the

ends of each locker section. These strips are to be made of No. 16 gauge full cold-rolled patent leveled special enameling steel approximately 3" wide so attached to present a neat smooth finish. Wood recess closing strips are to be furnished to cover the gaps across the top of each locker section by the general contractor.

(C) Lockers are to be placed in recesses provided but the gaps at the ends and across the top of each locker section are to be covered by wood moulding not included in these specifications.

### Box Locker Specifications

Box lockers conform in general with the following specifications of standard lockers:

**Doors:** Shall be of No. 16 gauge full cold-rolled, patent leveled enameling stock, or equivalent, flanged on all edges.

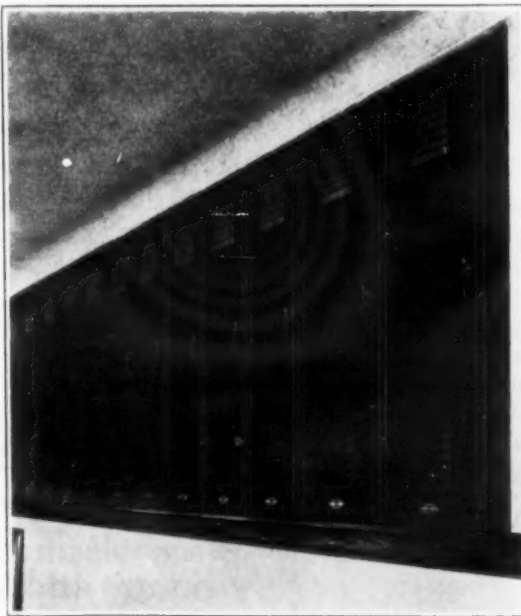
**Door Frames:** Same as for lockers with No. 20 gauge intermediates channel cross members between door openings, or equivalent.

**Combination Handle and Padlock Attachment:** All box lockers shall be furnished with combination handle and padlock attachment, preferably with neatly formed stamped steel (not cast) straight pull curl handle design. Spring clips shall be provided so that when the doors are closed they will remain shut.

**Equipment:** No hooks or shelves included unless specified.

### Gymnasium Basket Rack Specifications

**Uprights:** Shall be open or "skeleton" type with 1"x1"x1/8" hard steel angles or equivalent front and rear, punched for attaching shelves and diagonal braces. (Closed or "solid" type with No. 24 gauge cold-rolled steel between upright members can be furnished when specified.) Upright members shall be more than five feet on centers.



CORRIDOR LOCKERS INSTALLED AT THE HIGH SCHOOL, FORT MADISON, IOWA.



### Simple arithmetic—

Multiply the number of pupils attending your school by one hundred and fifty. Result: the approximate number of foot-steps that tramp noisily up and down the corridors of your building every day.

Multiply this figure by the number of days in the school year and you have a total of mammoth proportions.

Conclusion: school corridors and classrooms demand floors of proved durability and quiet; floors such as *Gold Seal Battleship Linoleum*. In hundreds of fine school buildings this noise-absorbing school floor has fully demonstrated its ability to withstand constant heavy traffic.

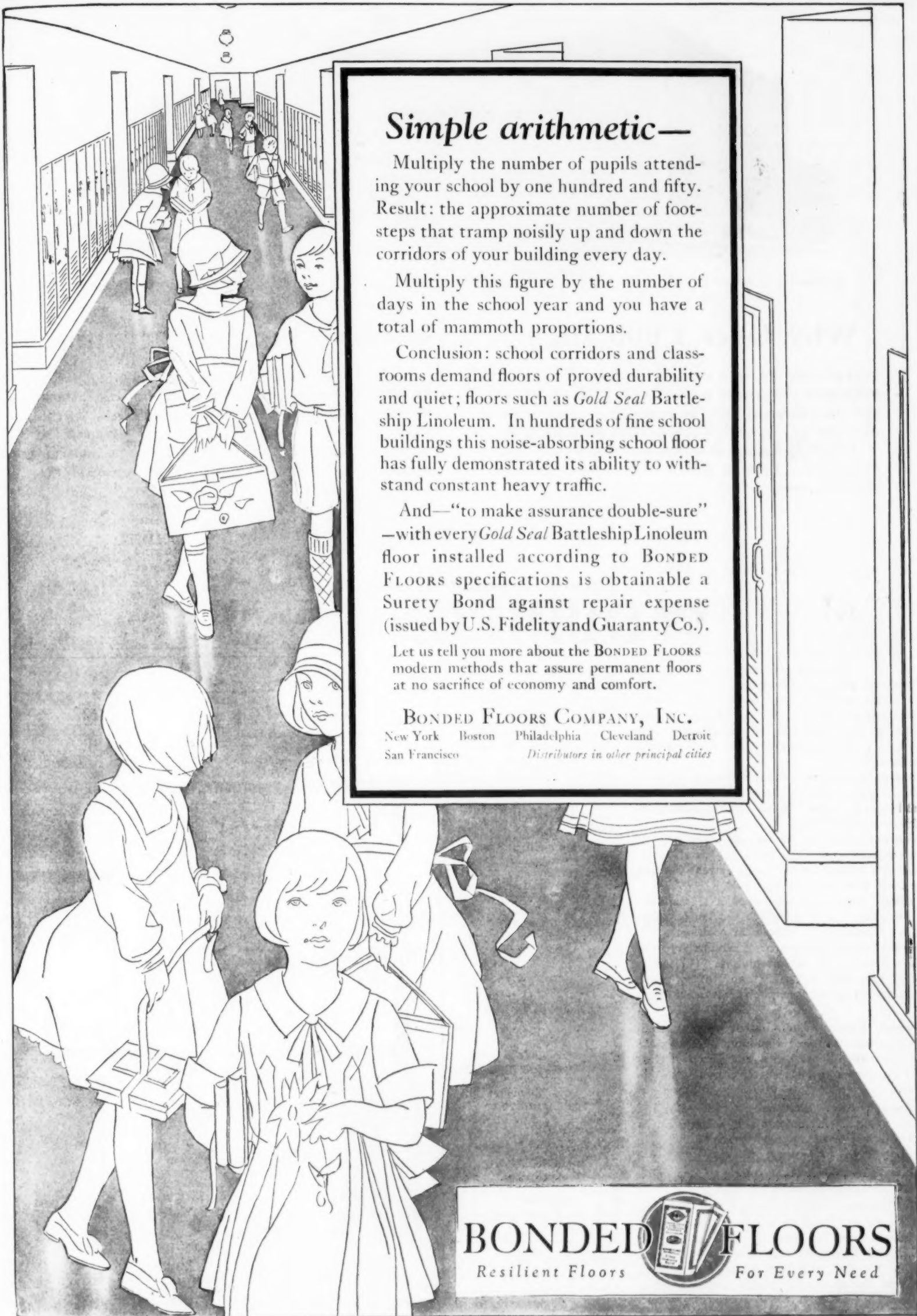
And—"to make assurance double-sure"—with every *Gold Seal Battleship Linoleum* floor installed according to BONDED FLOORS specifications is obtainable a Surety Bond against repair expense (issued by U.S. Fidelity and Guaranty Co.).

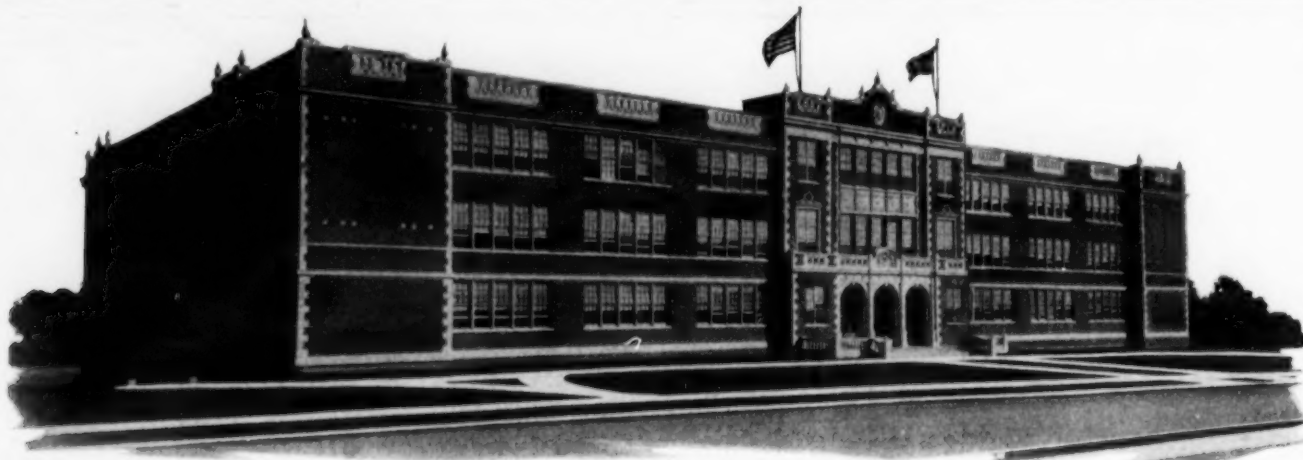
Let us tell you more about the BONDED FLOORS modern methods that assure permanent floors at no sacrifice of economy and comfort.

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Shreveport High School

DURIRON EQUIPPED

E. F. Nield, Architect

## Why Over 1,000 High Schools Have Installed Duriron

Acid, like fire, is "a good servant but a poor master." Chemistry and science courses require the use of acids, and their disposal into the waste lines causes trouble with pipe of any material except acid-proof Duriron.

Plumbing repairs and replacements are costly and disfiguring. Leaking acid is destructive, unsanitary and dangerous.

Duriron drain pipe and fittings, sinks, outlets, traps, and all laboratory equipment subject to acid attack, offer 100% immunity from failure of this vital specification. Duriron is guaranteed, and does not need the guarantee. Consequently, since 1922 over a thousand schools, both new and old, have the paid-up insurance that Duriron provides.

Let us send Duriron Bulletin No. 134-A

Duriron is produced only by  
**The DURIRON COMPANY**  
DAYTON • OHIO

(Concluded from Page 76)

**Diagonal Braces:** (Furnished with skeleton type construction only.) Shall be full cold-rolled patent leveled No 16 gauge special enameling steel punched for attaching to uprights at ends and rear of open or "Skeleton" type sections.

**Basket Separators:** Shall be wing type made of not less than No. 20 gauge special enameling steel bolted to under side of shelves, making individual compartments.

**Shelves:** Shall be of not less than No. 20 gauge special enameling steel adequately reinforced and having a wide flange at rear to serve as a back stop for baskets.

**Padlock Hasps:** Shall be of not less than No. 16 gauge steel formed to provide a secure means of locking the baskets in position.

**Racks:** Shall be open or "skeleton" type to allow for maximum air circulation. (Closed or "Solid" type with not less than No. 24 gauge steel between uprights can be furnished if specified.)

**Number Plates:** Each basket opening shall have a polished brass or aluminum number plate with black filled depressed number not less than  $\frac{1}{2}$ " high, plates to be securely attached to the shelves.

**Bolts and Nuts:** Shall be rust-proofed by the Parker process. All outside bolt heads shall be of the slotless or binder head type.

**Finish:** Racks shall be finished with olive green baked enamel (other colors at reasonable extra cost when specified).

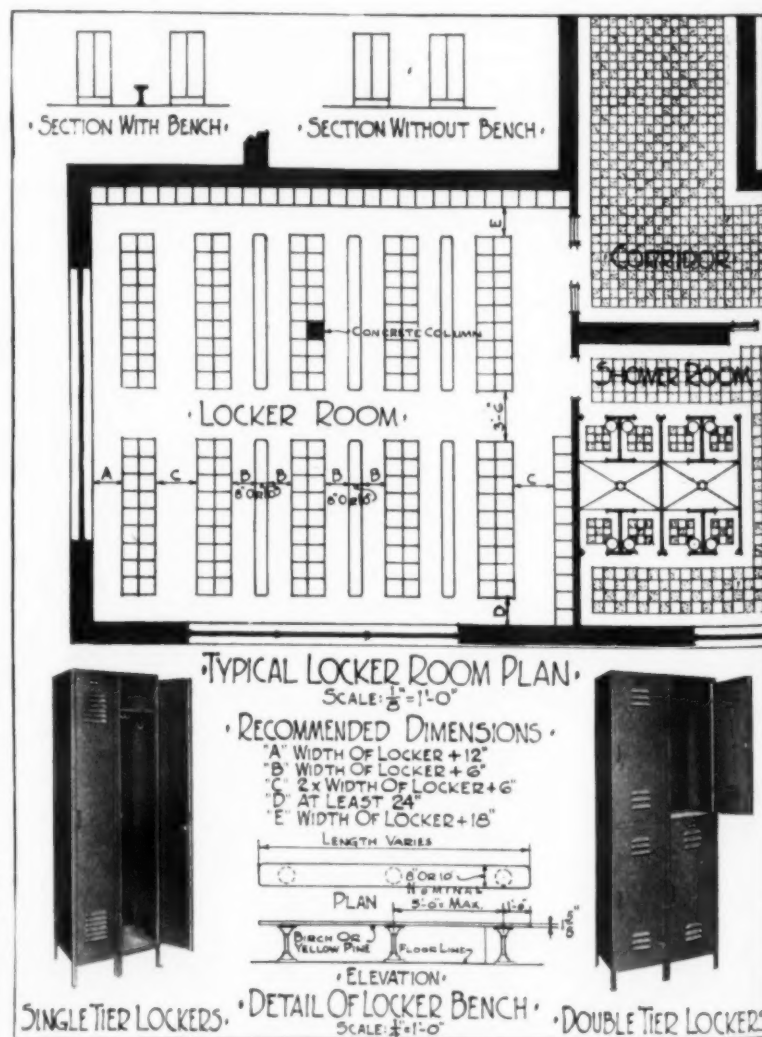
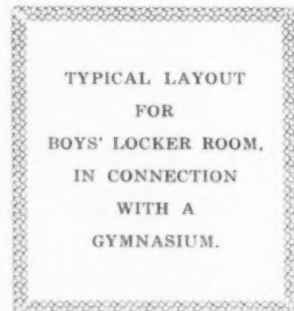
**Wire Baskets:** Shall be made of No. 15 gauge wire woven on 1" square mesh, reinforced with  $\frac{1}{8}$ " wire around top and  $\frac{1}{4}$ " wire at upright corners and diagonally across bottom. Baskets shall be provided with loop for padlock attachment and tinned number plates (brass number

plate with black filled depressed numbers at extra cost, if specified) and finished with heavy coating of tin after manufacturing. Standard sizes  $8\frac{1}{2}$ " wide, 13" deep,  $8\frac{1}{2}$ " high; or  $11\frac{1}{2}$ " wide x 13" deep x  $8\frac{1}{2}$ " high.

**Size of Racks:** (Racks may vary to accommodate 30 to 40 baskets each.)

**Workmanship:** Shall be of strictly high grade character throughout. All like parts shall be standard and interchangeable, accurately formed and correctly fitted.

(To be concluded in July)







## For YOUR New Building

**Easy Installation.** PeerVent Units occupy little more space than ordinary radiators. Many adaptations are furnished, including concealed and semi-concealed types, to meet special architectural needs.

**Low First Cost.** The PeerVent Unit System saves space, cuts down structural costs, eliminates large and expensive apparatus and apparatus rooms, boiler pits, ducts, sheet metal flues, etc.

**Economical Operation.** Ventilation can be stopped instantly when a Unit-equipped room is unoccupied. There is no waste. An open window in one room cannot affect all other rooms, nor can the speed of one motor affect ventilation of a whole building.

**Quick Heating.** Cold rooms can be heated quickly with standard PeerVent Units, before being occupied, by means of recirculation.

**Dependable.** No user has ever had mechanical trouble with the PeerVent Units. There is nothing to get out of order. Units built by this Company twelve years ago are still giving trouble-free service year after year.

**One Room or Many.** One or two rooms used after hours can be ventilated separately and economically with the PeerVent System. The cost of ventilating rooms not used is completely eliminated.

**For New or Old Buildings.** Where buildings are constructed in sections, each section can be equipped with PeerVent Units without effect upon other parts of the building. Old buildings can be equipped almost as easily as new ones.

THE UPPER PICTURE shows the *McGregor Library, Highland Park, Mich., equipped throughout with PeerVent Units. Architects: Tilton & Githens, New York; Burrowes & Eurich, Detroit. Heating-Ventilating Contractors: Legett-Doll-Forster Co., Detroit.*

THE LOWER PICTURE shows the *standard type of PeerVent Unit, 36 inches high, 14 inches deep. Concealed types also can be furnished, with many special adaptations for various architectural requirements.*

**No Drafts.** Desks can be placed close to PeerVent Units without discomfort to occupants. The incoming air is directed vertically to the ceiling, with ample velocity to insure complete diffusion throughout the room.

**No Ducts.** The PeerVent System requires no built-in or sheet metal ducts; no warm-air passages of any kind to waste heat through radiation and collect dust, germs, and vermin; no passages for smoke to cause fire panic.

## Peerless Unit Ventilation Company, Inc.

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808 Monadnock Bldg.

BOSTON  
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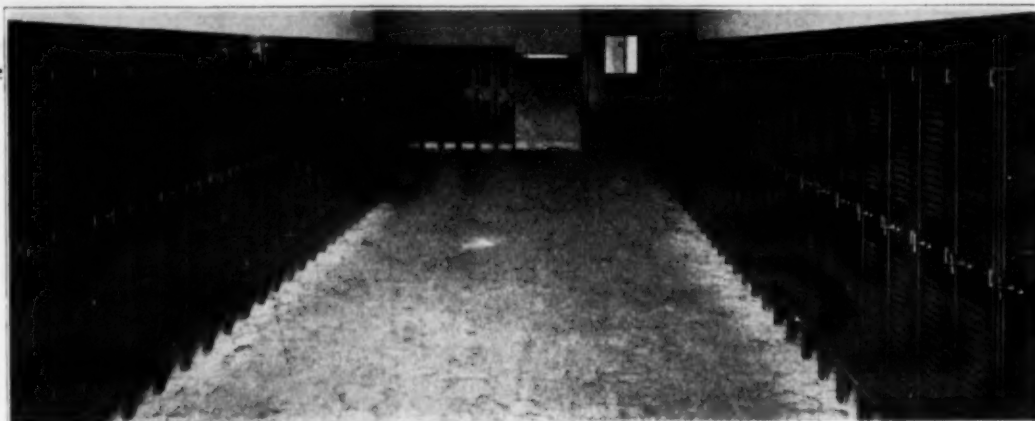
PITTSBURGH  
339 Second Avenue  
CLEVELAND  
1836 Euclid Avenue

DETROIT  
723 Lafayette Bldg.  
DES MOINES  
520 Securities Building

MINNEAPOLIS  
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## Heating and Ventilating Units



## One Organization Handles Every Detail

Every step in the production of Berloy Lockers, from raw iron ore to finished product, is controlled by one organization. Throughout this entire Berloy plant each position is filled by a man experienced in his work.

In this company the coordination of proven specialized ability, teamwork and the finest of mechanical equipment, makes good service easy and good lockers a certainty.

There is close contact between the plant and the office, between technical men and practical men, between sales and production. In this way, the expert ability of many men is focused upon the

single aim of making Berloy Lockers the standard of excellence for school use.

The best materials that can be produced are put into Berloy Lockers. Heavy reinforcement of those parts most subjected to wear and strain is an additional assurance of long service.

Over a million Berloy Lockers are today faithfully maintaining the Berloy standard of excellence in daily service. In the building and installing of this great number Berloy engineers have thoroughly learned the conditions that must be met. These men are at your service.

THE BERGER MANUFACTURING COMPANY, CANTON, OHIO.

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## BERLOY STEEL LOCKERS

### WASHINGTON CORRESPONDENCE

A. C. Monahan, formerly U. S. Bureau of Education

#### The Phipps Bill (S. 3533)

The opposition to the Curtis-Reed Federal Department of Education Bill now before Congress, has resulted in a new proposal by Senator Lawrence C. Phipps of Denver, Chairman of the Senate Committee on Education and Labor. This is the enlargement and better definition of the functions of the Bureau of Education so that it may carry out the work proposed in the department bill. It would remain, however, a Bureau and not be made into a department. The action has been taken because the principal opposition was against the creation of a new department, and not against the functions proposed.

The bill leaves the Bureau as at present, a fact-finding and advisory agency, without extending in any way the administrative functions it now has. It would continue to study the general field of education and each of its branches in order to distribute information and advice as requested. Under its provisions an "Assistant Commission of Education" is provided, to be appointed by the Secretary of the Interior. All investigators, specialists, etc., would be appointed from certified lists of the Civil Service Commission as at present.

The new measure would create two advisory educational boards. The first is the **Federal Council on Education**, to consist of one representative from each of the Federal executive departments. Its duties would be to correlate the educational work of the various departments by formulating and recommending educational policies. Its functions would be wholly advisory to the departments, each representative reporting the findings to his own department.

The other board would be known as the **National Council on Education**. It will be composed of fifteen members representing various public and private educational interests. Members would be appointed by the Commissioner of Education for terms of six years. They would serve without pay but would receive

actual expenses incurred in attending meetings held at least once a year. The bill carries an appropriation but very little greater than the present appropriation.

#### District of Columbia Schools and Maryland and Virginia School Children

Approximately 3,000 children living in nearby Maryland and Virginia, and attending public schools in the District of Columbia will be debarred from the District schools if a proviso in the District appropriation bill becomes a law. The proviso is that none of the money appropriated may be expended on any child whose parents or legal guardians do not "dwell" in the District. The House has already passed it, with a vote of 78 to 58.

The wording of the restriction was selected because of parliamentary difficulties in including legislation such as that desired in an appropriation bill. The first wording stated that children not resident of the district and attending schools in the district should pay tuition. In this form the legislation would have been unparliamentary and non-effective. Tuition-paying pupils could probably be accepted in the district's schools under this proposed proviso if the tuition fee be made great enough to pay the total cost of their schooling.

For a number of years there has been much discussion of the question of the attendance of Maryland and Virginia children in the district schools without charge to them or their states. They have been permitted to attend without paying tuition, because for the most part, they are the children of government employees, "who cannot afford to live in Washington." It has been of advantage to them to attend the schools of Washington which are better than those in the surrounding counties, and it has been a considerable saving in the cost of education to these counties. To care for 3,000 children now, practically all of them in two Maryland counties and one Virginia county, means a great outlay for these counties to provide buildings, equipment, and teachers.

On the other hand, the district would have released for its own children the equivalent of 75 classrooms. In actual effect it would relieve the present over-crowding in the majority of schools outside of the center of Washington, cut down the size of classes where teachers have more than the generally recognized maximum

number for efficient work, and it would permit the closing of a considerable number of temporary and portable buildings. It would save the taxpayers of the district approximately \$150,000 for annual maintenance of the schools attended by these children and a much larger annual amount in the cost of new buildings to care for the ever increasing enrollment.

#### Education and Income

Education and wealth, income and illiteracy is the subject of a recent study by the U. S. Bureau of Education, the results of which will be of assistance in answering the question, "How much may a state properly expend for public education?"

The most valuable part of the study is the relationship of education and income. The states are listed with their expenditures for education in 1900 and 1910 and their per capita income for 1919. These incomes are probably affected by the educational efforts of ten and twenty years previous. The study seems to prove it. The states having the highest per capita incomes are those which spent the most per capita for education a decade or two decades before. Evidently the previous educational expenditure had some effect upon the per capita income.

State wealth does not respond so quickly to the influence of education; neither is the effect so pronounced as on income. Nevertheless, the correlations of rankings and comparisons of actual figures show the same general result as with income—the states which have been spending most for education are the ones which show the largest per capita wealth. The converse is also marked by few exceptions; states spending less for education were lower in per capita wealth.

Illiteracy is decreasing in the United States, although in eighteen states the native born still furnish more than half of the illiterates within the state; in seven of these the majority of the illiterates are native white. States with higher expenditures per capita for education usually have less illiteracy, and states with lower per capita expenditure for education have higher percentages of illiteracy.

Higher per capita income and wealth are usually found in states with the lower percentages of illiteracy.

(Continued on Page 83)



## This Book is a Masterpiece of Business Literature!

At YALE and other famous Institutions of Learning, it gained immediate recognition. Authorities in Vocational Education have praised it enthusiastically. *You will like it.*

**N**EVER BEFORE in the History of this Industry has any business literature created so much comment in prominent Universities, Technical Schools and Colleges, and among Authorities in Vocational Education — as well as among Architects, Contractors, Realtors and others vitally interested in better buildings.

You, too, will find this MILCOR Book on "Modern Modes in Better Plastering" truly interesting. It will give you a new conception of the value of metal lath construction. It points the way toward practicability and economy in firesafe, sanitary, permanent buildings.

*Every School Board Member — every Professor in Vocational Education — every Student in Architecture or Building Construction, should see this unusual Book. It will be sent without cost to all readers of the American School Board Journal who request it.*

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# MILCOR

## METAL LATH and METAL ROOFING for SAFETY

(Continued from Page 80)

Education does not supply natural ability, but merely develops it. The educated man or woman has a wider field of opportunity and has a better chance than the untrained individual of equal ability. More people with education achieve success than do those without such training.

Notwithstanding obvious difficulties of proving such matters statistically, it seems clear from this study that properly applied expenditure for education is profitable to the state because it tends to increase income and wealth, aids in the decrease of illiteracy, and gives to the individual better opportunities for self-development and achievement, as well as a higher standard of living.

### Public High School Enrollment

The U. S. Bureau of Education has a record of 19,442 public high schools in the United States. Reports were received by it from 14,827 for the school year 1923-24, of which number 704 are classified as junior high schools, 1,316 as junior-senior high schools, and 181 as three-year senior high schools. In 1924, reports were received from 771 more schools than reported in 1922. There were 16,300 public high schools in 1918 on the Bureau records.

The total enrollment reported for 1924 is 2,538,381, which is an increase of 308,974 over that reported for 1922. The state departments of education report a total of 3,407,801 in public high schools in the various states, which indicates that individual state department reports are more complete than those of the Bureau of Education. The total number of colored students reported for 1924 is 51,745, an increase of 16,014, or 44.8 per cent over 1922. The greatest increase is in the number of colored girls enrolled, 46.2 per cent. The increase for all types of students reported is 13.9 per cent. The increase for the several years of high school are as follows: First year, 7.5 per cent; second year, 13.9 per cent; third year, 18.7 per cent; fourth year, 25.3 per cent. These figures indicate a healthy growth for the public high school, and that the students already enrolled are staying in school longer.

Enrollments were taken by course of study, with instructions not to include single subjects of study, but subjects organized in groups. Academic courses were reported by 14,783

schools, with 2,318,363 students taking such courses; 3,742 schools have 540,975 in commercial courses; 3,860 schools have 160,140 in home economics courses; 2,089 schools have 155,167 in manual training courses; 2,604 schools have 56,469 in agriculture courses; 434 schools have 41,998 in industrial or trade courses, and 1,453 schools have 34,138 in teacher-training courses. Similar data were gathered in 1918. The increase in number taking industrial and trade courses since 1918 is 153 per cent; in academic courses, 86 per cent; in manual training courses, 60 per cent; in home economics courses, 57 per cent; in commercial courses, 55 per cent; in agriculture courses, 46 per cent; and in teacher-training courses, 28 per cent.

The number of public high school teachers reported for 1924 is 133,395, or an increase of 35,741 over 1920. This is an increase of 40.6 per cent for men teachers, and 34.4 per cent for women. The number of students per teacher has increased from 20.5 in 1920 to 22.1 in 1922.

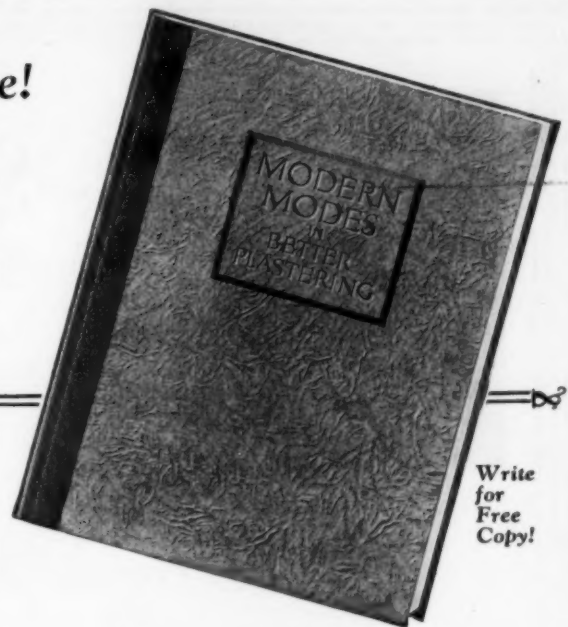
No tabulation is presented showing the size of the high school by states. There are reported 5,110 schools with 50 students or less, and 9,150 with 100 or less. There are thirteen high schools with an enrollment of more than 5,000 each, one having 8,410 students. The average size has increased from 140 students in 1920 to 199 in 1924.

### Seasonal Operation in Construction Industry

The amount of building contracts awarded during the past fall and winter months, according to the U. S. Bureau of Standards, has been the largest on record and is apparently due to consistent efforts to promote winter building, in which the Department of Commerce has co-operated. Actual building operations have proceeded at a high rate for the season, except where outdoor work has been held up on account of severe weather. Comparative figures of contracts awarded in 36 eastern states are given below.

Contracts Awarded in 36 Eastern States (In millions of dollars)			
Month	1924-25	Season	1925-26
November	340		465
December	328		511
January	297		457
February (3 weeks)	212		254

In view of these large contracts, it is probable that time lost in getting operations under



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**A** FEW interesting opinions: "After looking through its contents I must admit that it is the most comprehensive book of its kind I have ever seen. It is adaptable for school use and besides serving as an instructional book, it will occupy a prominent place on my desk, so that pupils may peruse and use it at will" (Buffalo, N. Y. Public Schools). — "This Book I feel sure would prove to be a valuable publication in the hands of students in building departments of various schools and colleges" (State of New Jersey). — "I have been quite interested in your Book and would like copies for distribution to members of my senior classes in Building Construction and Architecture" (Yale)

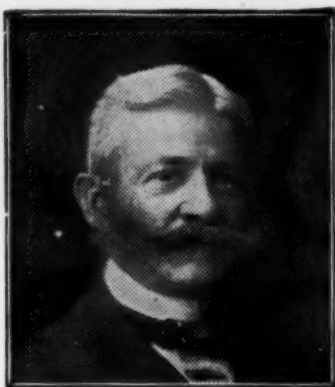
way during the first two months of spring will be unusually small. The bureau's study of seasonal construction showed that it was customary for a large proportion of building-trades workers to be idle in April, May, and often June, even though there might be a considerable showing of new jobs commencing. While the above figures apply to all building contracts, they are true for school building in the same general ratio.

### Proposed Election Board of Education for the District of Columbia

The so-called "Gasque Bill" now before Congress reviewed in an earlier issue of the *School Board Journal* has made unexpected progress. A favorable report for its passage has been made by the Committee on Education, the Committee vote being ten to three. Before the vote was taken two important amendments were agreed upon. The first provides that any person qualified to vote for members of the board must be 21 years of age, a resident of the district, not insane nor convicted of felony. The second puts the machinery for the election in the hands of the district commissioners rather than the school board.

The passage of the bill would mean a board of education for the public schools of the District of Columbia elected by the residents of the district. The number of members would be nine as at present, each elected for three years, one-third of the terms expiring each year. The annual election would be the third Saturday in May. The powers and functions of the board remain unchanged, but it is urged by sponsors of the measure, that the board would feel more sensitive to suggestions of the citizens if elected by them, than as at present, selected by the Judges of the Supreme Court of the District. A peculiarity of the present method is that, although the judges fill vacancies on the board as they occur, they have no power to create a vacancy if a member of the board is unsatisfactory to the citizens or to any constituted governmental powers.

The opposition of the present board of education to the Gasque Bill seems to have had little effect on the House Committee of Education. The amendments by the Committee are in line with the proposals of Senator Capper in his bill for an elective board for the district.



# SCHOOL BOOKS

are transferred from one pupil to another in a Neat, Clean condition

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## Medical Inspection of Pupils in the District of Columbia

Legislation providing for the administration of the school medical inspection work by a new bureau in the District Health Department is being prepared for introduction in Congress. This is the solution proposed for the present conflict between the school board and the health department relative to the inspection of pupils. The medical inspection of pupils is now under control of the health department, placed there by a ruling of the Comptroller of the Treasury. Before this ruling it had been under the school board. The board is of the opinion that it should be under its charge and has urged Congress for action specifically placing it under the administrative officers of the school system.

The new bill which has been drafted by a committee of civic and welfare leaders in conference with members of the House and Senate, provides for a medical examination of pupils and teachers of the district public schools; medical examination of children applying for work permits; inspection of buildings used for school purposes by sanitation and health experts, and authority to enforce immediate remedy of unhealthy conditions; instruction in hygiene to pupils and those teachers desiring it; such other activities as are generally embraced in the term control of disease, and general education of teachers and pupils in health.

Strong emphasis is laid by supporters of the work on this last phase. This would be carried out by the new bureau in the health department. It is felt by the supporters that a bureau, with duties defined by the law and devoting its entire time to the school pupils, would prove satisfactory.

### Annuity to Science Service

This national organization, Science Service, with headquarters in Washington, will be able to extend its work because of an annuity provided for it in the will of the late Edward Scripps, founder of the Scripps-Howard newspapers. Public schools and particularly high schools will profit.

The work of the organization is to popularize and disseminate scientific information and data throughout the country. It keeps in touch with scientific developments and offers information covering the results of those which seem most important in language for the high school and upper grade pupil. School authorities and high

school principals and science teachers have found the Science Service of much value. The Scripps annuity is \$30,000.



### School Lands and Funds

The Texas legislature, in an act creating a school district (Loc. and sp. acts of the 38th legislature, 1923, 2nd called session, c. 15), having in the preamble of the act expressly declared that the new school district should comprise the same territory as that embraced in the old district, but having made a mistake in describing the metes and bounds thereof, is held to have intended to create a new district identical with that of the old district, notwithstanding a clerical error in the field notes.—Frass v. Darraou-zett Independent School Dist., 277 S. W. Reporter, 751, Tex. Civ. App.

The Michigan public acts of 1919, No. 351, amending the acts of 1881, (No. 164, c. 2, § 9), providing that no land which has been taxed for building a schoolhouse shall be set off into another school district except by the consent of a two-thirds' majority of the resident owners of the "said land," are held not to authorize the township board to detach lands from a school district which had been taxed for building a schoolhouse on the consent of two-thirds of the resident landowners of that part of the district located in a township where such lands formed but a fragment of the entire district; "said lands" referring to all lands in such a district.—School Dist. No. 1, Fractional of the Townships of Bethany and Pine River and the City of St. Louis v. Joint Township Boards of Bethany and Pine River Tps., 206 N. W. Reporter, 576, Mich.

Under the South Carolina civil code of 1922, § 2599, providing "that no school district shall be consolidated except upon a petition of at least one-third of the qualified voters of the school district proposed to be consolidated," consolidation of two districts cannot be made except on petition of the required number of qualified voters from each district.—Goggins v. State Board of Education, 130 S. E. Reporter, 645, S. C.

### School District Government

Where it was shown that the election of the members of a colored board of education was regular in all respects, except as to nominating petitions, that certificates of election were duly issued to them, and that by virtue of such election they met and organized, after being duly sworn as required by the Kentucky statutes, § 3587a5, it is held such officers were at least de facto officers, holding under color of title.—Willis v. Skinner, 277 S. W. Reporter, 490, Ky.

The acts of a colored board of education in levying a school tax for a colored grade school could not be collaterally attacked in a suit by the taxpayers to enjoin the collection of such taxes on the ground that such members were not properly elected, in that the nominating petitions required by the Kentucky statutes, § 3587a7, were irregular.—Willis v. Skinner, 277 S. W. Reporter, 490, Ky.

The fact that one member of a board of a consolidated school district, absent and unable to be present, did not receive a notice of the proposed meeting, did not invalidate the action of the remaining members of the board.—Consolidated School Dist. of Glidden v. Griffin, 206 N. W. Reporter, 86, Iowa.

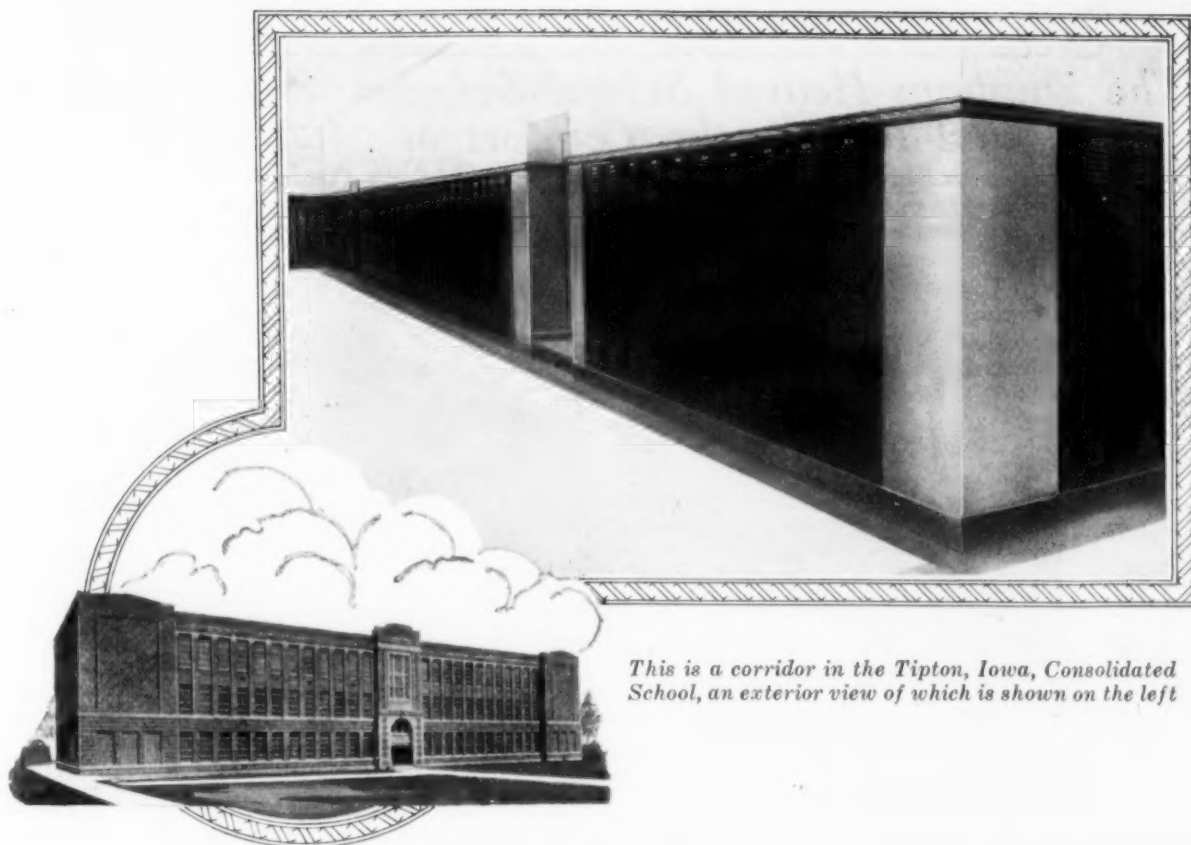
The Pennsylvania school code distinguishes between the general and special meetings of school boards, and special meetings may be called for "general purposes," but reasonable notice must be given of the time and place of holding them under the Pennsylvania school code, § 310 (Pa. statutes of 1920, § 4719).—In re Redstone Tp. School Dist. in Fayette County, 131 A. 226, Pa.

Where a special meeting of the directors of a school district was called for "general purposes" under the provision of the Pennsylvania school code, § 309 (Pa. general statutes of 1920, § 4718), notice of such a meeting was served upon each member of the board on Sunday, and all members with the exception of one, who was again notified on Monday, the day of the meeting, assembled on time and at the place fixed, constituting a quorum, it is held that such a meeting was valid, regardless of the Sunday service, and resignations could be validly accepted therein as provided by section 215 (section 4697), since the giving of a notice may be waived.—In re Redstone Tp. School Dist. in Fayette County, 131 A. 226, Pa.

(Continued on Page 86)



# LYON STEEL LOCKERS



*This is a corridor in the Tipton, Iowa, Consolidated School, an exterior view of which is shown on the left*

## AS TIPTON BUILT, YOU CAN BUILD

Here is the Consolidated School, recently completed in a little corn belt town of two thousand people, Tipton, Cedar County, Iowa.

To look upon the exterior of this building, or to walk down the hall and around the corner past an unbroken rank of handsome steel lockers, would be to realize that despite farm conditions, the people of Tipton did not temporize, did not do "something good enough for the present."

These lockers are Lyon Steel Lockers recessed into the walls, as much a part of the structure as the steel, bricks and mortar. Tipton, by installing Lyon Steel Lockers,

adopted the principle of final economy. Lyon Steel Lockers stand years of school-house use. The frames are strong and rigid. A row of Lyon Steel Lockers stays in alignment.

The doors of Lyon Steel Lockers are rugged. They are hinged solidly. They do not sag nor jam. The locks are strong, quiet, and positive.

The finish of Lyon Steel Lockers is pleasing and lasting—the kind for school equipment.

We can offer you an experience of many years in nation-wide installations of school lockers. Full information will be sent you on receipt of your request.

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## HEATING SERVICE

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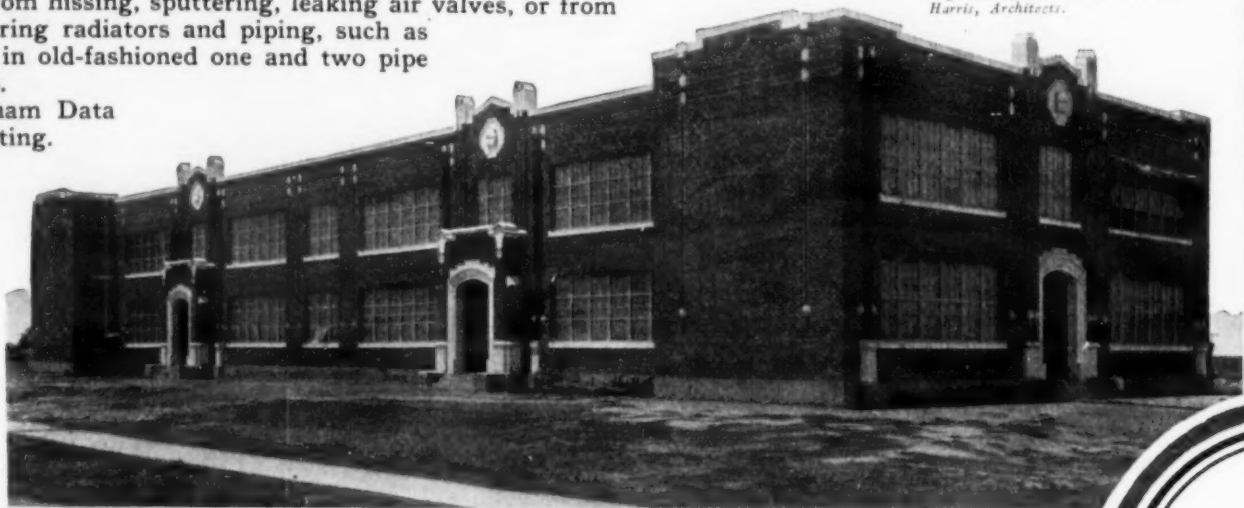
THE even, closely controlled and easily regulated heat supplied by the Dunham Heating System makes for a higher health average in the school than may be expected from inferior systems not possessing Dunham advantages. Rooms and corridors are neither under-heated nor over-heated. Students do their best work when the heating system is giving such perfect service.

Comfort is assured in a Dunham Heated School. Also an entire absence of noise from hissing, sputtering, leaking air valves, or from pounding, clattering radiators and piping, such as are experienced in old-fashioned one and two pipe heating systems.

Write for Dunham Data on School Heating.

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Over sixty branch and local sales offices in the United States and Canada bring Dunham Heating Service as close to your office as your telephone. Consult your telephone directory for the address of our office in your city.



A typical Dunham School Installation. Eagle Lake High School, Eagle Lake, Texas. Gietzke and Harris, Architects.

(Continued from Page 84)

The employment of a superintendent for two years by a retiring board of directors of a consolidated school district is held authorized by the Iowa code of 1924, § 4230, such a district being an independent district, in view of sections 4124, 4125, 4154, 4190, 4198; the supplemental code of 1915, § 2778; and the Iowa laws of the 39th general assembly, c. 175.—Consolidated School Dist. of Glidden v. Griffin, 206 N. W. Reporter, 86, Iowa.

#### School District Property

The electors of a school district may abandon a project of the erection of a schoolhouse after once begun.—Crowley v. Board of Education of Rural Agricultural School Dist. No. 1, Grosse Pointe Tp., 206 N. W. Reporter, 364, Mich.

On an appeal from a decision of the board of education designating a school site under the Michigan public acts of 1921, No. 97, the superintendent of public instruction, after setting aside such designation, has no power to designate another site; such power not being granted under authority to review, confirm, set aside, or amend a decision of the board.—Crowley v. Board of Education of Rural Agr. School Dist. No. 1, Grosse Pointe Tp., 206 N. W. Reporter, 364, Mich.

Where the superintendent of public instruction set aside a school site chosen by the board of education under the Michigan public acts of 1921, No. 97, and the board thereupon in good faith rescinded all steps taken to obtain a site, the selection by the board over a year later, of the same site, was proper where the conditions in the community because of which site was originally set aside, had materially changed.—Crowley v. Board of Education of Rural Agr. School Dist. No. 1, Grosse Pointe Tp., 206 N. W. Reporter, 364, Mich.

A proceeding by the superintendent of public instruction under the authority granted by the Michigan public acts of 1921, No. 97, setting aside a school site selected by the board of education, is not a proceeding in rem, and though the decision of the superintendent is final as to such proceeding where the board selected the identical site at a time when conditions in the community had materially changed, the parties aggrieved must appeal to the superintendent a second time, and failure to so appeal deprives the parties of the right to complain in the court

of chancery.—Crowley v. Board of Education of the Rural Agr. School Dist. No. 1, Grosse Pointe Tp., 206 N. W. Reporter, 364, Mich.

Where a contractor's bond contained no provision that it was given for the use of obligee and all persons doing work or furnishing materials under or for the contract, nor any similar clause, as required by the Georgia laws of 1916, p. 94 (Georgia civil code of 1910, § 389, et seq.), but specifically provided that no action should accrue for the use or benefit of any other than the obligee, the trustees of the school district can have no recovery on the bond for the use of the materialman.—Massachusetts Bonding & Insurance Co. v. Hoffman, 130 S. E. Reporter, 375, Ga. App.

In an action by trustees of a school district for the use of a materialman against the surety on a bond of a contractor, where the bond did not conform to the Georgia laws of 1916, p. 94 (Civ. code of 1910, § 389, et seq.), and specifically provided that the right of action should accrue thereon only to the use of the obligee, and where the trustees sought recovery solely because the contractor failed to pay the materialman, and it not appearing that they could be subjected to liability therefor, and no benefit accrued under the bond to the materialman, the petition failed to state the cause of action, and was demurrable.—Massachusetts Bonding & Insurance Co., v. Hoffman, 130 S. E. Reporter, 375, Ga. App.

The doctrine of the respondeat superior does not apply to the board of education in the discharge of governmental functions.—Katterschinsky v. Board of Education of the City of New York, 212 N. Y. S. 424, N. Y. App. Div.

#### Teachers

In a suit for a teacher's salary, instruction that, if the plaintiff became ill after a breach of contract by the school board and was therefore unable to have continued school work, she would not be entitled to recover for the period of time that she was unable to teach by reason of such illness, it is held properly refused, as being too remote and speculative.—School Dist. No. 21 v. Hudson, 277 S. W. Reporter, 18, Ark.

#### Pupils

In an action for malicious dismissal from school, a member of the school board who had nothing to do with the dismissal, being absent

from the meeting at which action was taken, cannot be held liable.—Sweeney v. Young, 131 A. 155, N. H.

An action by the school board in dismissing the plaintiff from school for improper conduct, at a hearing attended by him, was a judicial act, having the same incidents as a judgment of a court, and exempting the members of the board from liability when acting within their jurisdiction.—Sweeney v. Young, 131 A. 155, N. H.

Under the New Hampshire laws of 1921, c. 85, p. 3, § 10, giving the school board authority to dismiss only for gross misconduct and violation of the reasonable rules, a further provision that a dismissed pupil is not to attend school until restored by the board does not prevent the courts from setting aside an illegal dismissal, and restoring the pupil's right to attend school.—Sweeney v. Young, 131 A. 155, N. H.

An order of a school board dismissing a pupil for misconduct, if it had jurisdiction, is binding, though erroneous, until reversed or corrected, and for purposes of determining the liability of the members for such judicial act, the error in judgment is to be disregarded.—Sweeney v. Young, 131 A. 155, N. H.

Where a school board had general jurisdiction to dismiss, but erroneously exercised their powers, its members are free from liability for their acts.—Sweeney v. Young, 131 A. 155, N. H.

Where the plaintiff was properly dismissed from school, the fact that the board acted maliciously, which did not make their action wrongful, does not make it actionable.—Sweeney v. Young, 131 A. 155, N. H.

The action of the head master and superintendent in bringing about a judgment of a school board dismissing the plaintiff for misconduct, which was within the authority of the board, does not make them liable for malicious dismissal while the judgment is in force.—Sweeney v. Young, 131 A. 155, N. H.

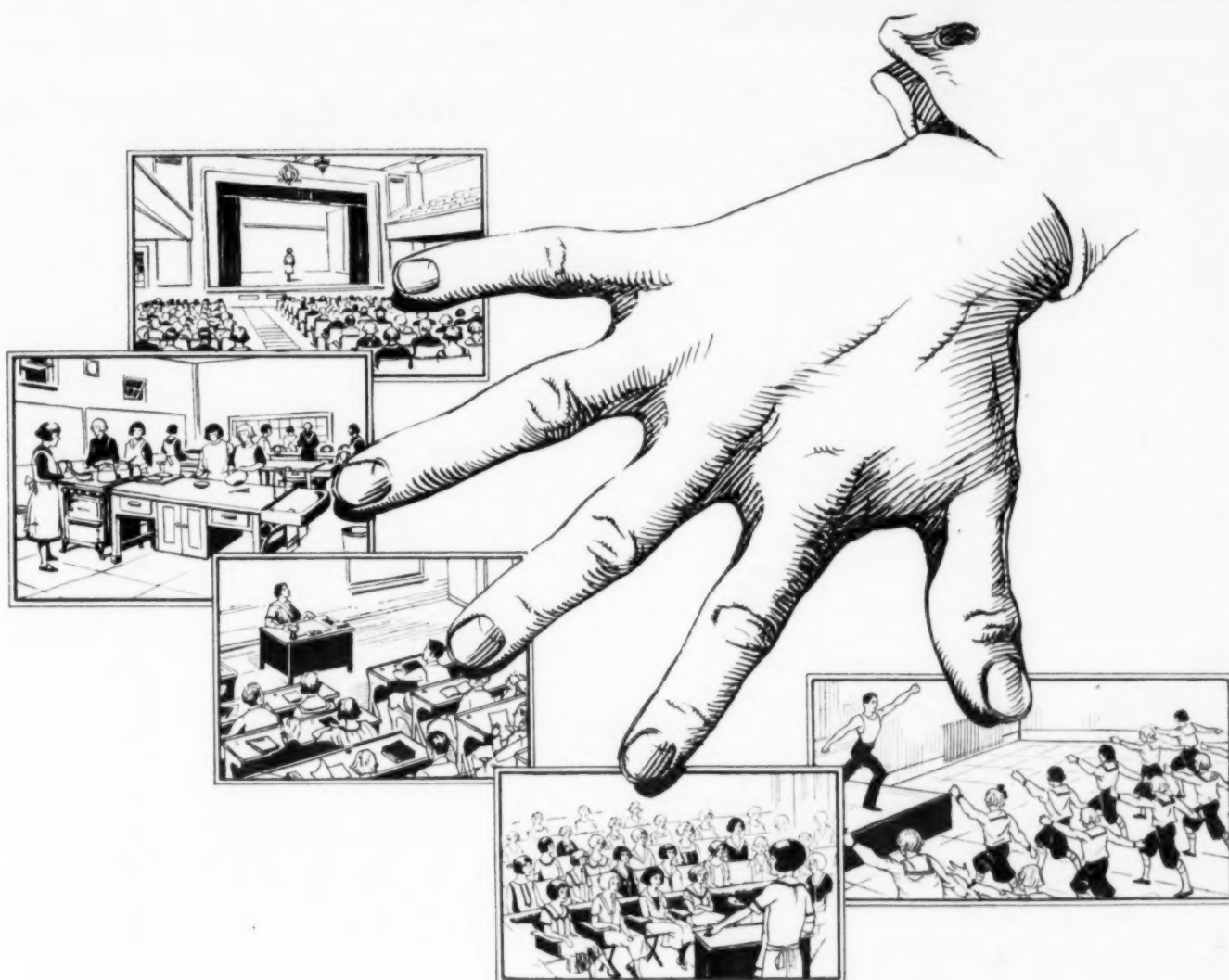
#### MASSACHUSETTS DECISION FAVORS BOARD

The Supreme Court of Massachusetts, in the case of Edward W. Barrett, school physician, against the city of Medford, has rendered a decision in favor of the defendant city.

The case began with an action to recover for services rendered as a school physician, or medical inspector, of the city, from September 1, 1923,

(Concluded on Page 88)





## This principal— *has every room* *at his finger tips*



The key box of a Western Electric Inter-Phone under his hand, this principal reaches into any room by touching a button. Literally, every room at his finger tips!

Instant communication between principal and instructors is made possible. Orders and announcements go out without a moment's delay. No longer need the principal send a messenger, or walk from room to room to reach faculty members.

School boards will find much of interest in the Inter-Phone information which a Graybar Electric specialist can lay before them.



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**PUBLIC IMPROVEMENT COMMISSION**

517 HEARST TOWER BUILDING  
BALTIMORE AND SOUTH STREETS

February 23rd, 1926.

Mr. C. J. Carter, President,  
Carter Bloxonend Flooring Co.,  
Keith & Perry Building,  
Kansas City, Mo.

Dear Sir:

We have just put into operation the Pinlao Elementary School, in the combined Auditorium-Gymnasium of which we used your Bloxonend flooring.

The floor presents an interesting appearance and is so resilient that it makes the most comfortable floor to walk on that I have ever experienced. Using the end grain of the wood, as you do, the floor should last as long as the school. All of our school people who have visited the building are interested and very much pleased with the effect that has been gotten.

We used the Carter Bloxonend in the Auditorium-Gymnasium at the Roland Park School, which will be placed in operation in the next few days. The floor has been finished some time and presents the same qualities as does the Pinlao School.

We have standardized on this material for gymnasium floors and I believe have something which is almost as low in first cost as the maple floor with an under flooring and which will last better and give more satisfactory results.

Yours very truly,

*H. G. Perring*  
Supervising Engineer

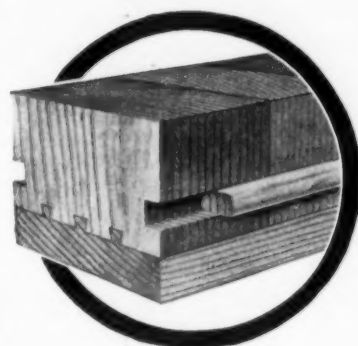
HGP/L.

## Baltimore Standardizes on Bloxonend Flooring for school gymnasiums

THE Public Improvement Commission of the City of Baltimore, Md., is convinced that BLOXONEND is the most economical and best adapted flooring for gymnasium use.

The accompanying letter written by H. G. Perring, Engineer for the Commission, tells the story. Durable—smooth—resilient—attractive—yes, but Mr. Perring omitted another salient feature: BLOXONEND is the only wood flooring adaptable to gymnasium use that is splinter and sliver proof. Surely schools require *safe floors*.

BLOXONEND is furnished in 8 ft. flooring lengths. The tough end grain forms the wearing surface. It has been installed in the shops, corridors and gymnasiums of 150 of the finer schools throughout the country.



Write for Booklet "A" and sample.

### Carter Bloxonend Flooring Company

KANSAS CITY, MISSOURI.

Representatives in all principal cities.

# BLOXONEND

Lays Smooth FLOORING Stays Smooth

(Concluded from Page 86)

to August 1, 1924, eleven months, at \$60, or a total of \$660. The case was heard in the Superior Court, without a jury, and the plaintiff was compelled to apply to the higher court.

It appears the plaintiff was made temporary medical inspector for the schools in November, 1917, and in June, 1920, his appointment was made permanent, and placed under the civil service. During this period he was a member of the school board, elected every three years, but took no official part as a member of the committee since his appointment as medical inspector. He continued to perform the duties of medical inspector and to serve as a member of the board, and in August, 1925, suit was brought against the city for \$660, the amount he would have received as salary for the work of inspector.

The court, in its decision, pointed out that in the absence of a statute permitting it, a school board may not elect one of themselves to the office of school physician. The duties he is to perform as physician are incompatible with the duties as a member of the board and he cannot consistently be master and servant.

#### LEGAL NOTES

—Education's claim to supremacy was recently vindicated when three District Court judges rendered an unanimous decision at Minneapolis, Minn. The professional men's club of the city has inaugurated an annual debate on the relative merits of the different professions represented. E. W. Tiegs, assistant superintendent of schools, was given a unanimous decision against three competitors.

—Virgil Kidd, a student, was expelled from the Richland Center, Wis., high school because he failed to pay \$250 for three years' tuition. Kidd's parents live in East Lima, a neighboring town, but placed him with an aunt in Richland Center and designated her as guardian in order to escape the tuition. State Superintendent John M. Callahan has advised court action in order to determine the merits of the case. The board of education, according to Principal Bonar, has decided to insist upon the collection of the tuition.

—House Bill 833, which recently passed the House of the Rhode Island legislature, contains some important changes governing attendance

in public schools and the issuance of working certificates to children. Under the revised law, a child must be in regular attendance in school for eight years, or must have passed the eighth grade and reached the age of 16, before he may go to work.

Another change provides that, where a child has reached the age of 15 and is judged incapable of acquiring the required education because of mental incapacity, he may be allowed to go to work after passing the necessary physical examination and gaining the approval of the superintendent.

—Governor Fields has signed the Howard textbook bill, which provides for state-wide adoption of textbooks in Kentucky in 1929. Under a former law, cities of the first, second, third and fourth classes were exempt from the adoption of textbooks.

The new law carries with it a ten-year adoption, instead of five years as at present. The present textbooks must be used for three more years.

—The proposal of the Omaha, Nebraska, school board to employ a business manager has been halted by a taxpayer's injunction suit. The contention is made that it will cost the taxpayers \$30,000 a year to employ a business manager and his assistants. C. V. Warfield, vice-president of the school board, when advised of the suit declared that the action came out of a clear sky so far as he knew. "I haven't looked into the matter yet, and am in the dark as to its motives, but I apprehend that the move may react as a boomerang, and prove to be a boost for the manager plan," he said.

—A bill has been introduced in the New York legislature conferring the title of superintendent-emeritus upon Dr. William L. Ettinger, former superintendent of the New York City schools. "No person," the bill states, "shall be eligible for such appointment unless he shall have served in the positions of superintendent of schools, associate superintendent and district superintendent and whose total period of service in such positions shall have been at least ten years."

—A bill before the New York legislature aims to increase the membership of the New York City board of education from seven to fifteen members. The bill provides that not more than

nine members shall belong to one party. Five each are to be residents of the two boroughs having the largest populations; three are to come from the borough having the third largest population and one from each of the others. This would give Manhattan and Brooklyn five commissioners each, the Bronx three and Queens and Richmond one each. The eight additional members provided for in the bill are to be appointed before the first Tuesday in May. The term of one is to expire in May of next year and the terms of the other seven in each of the succeeding seven years.

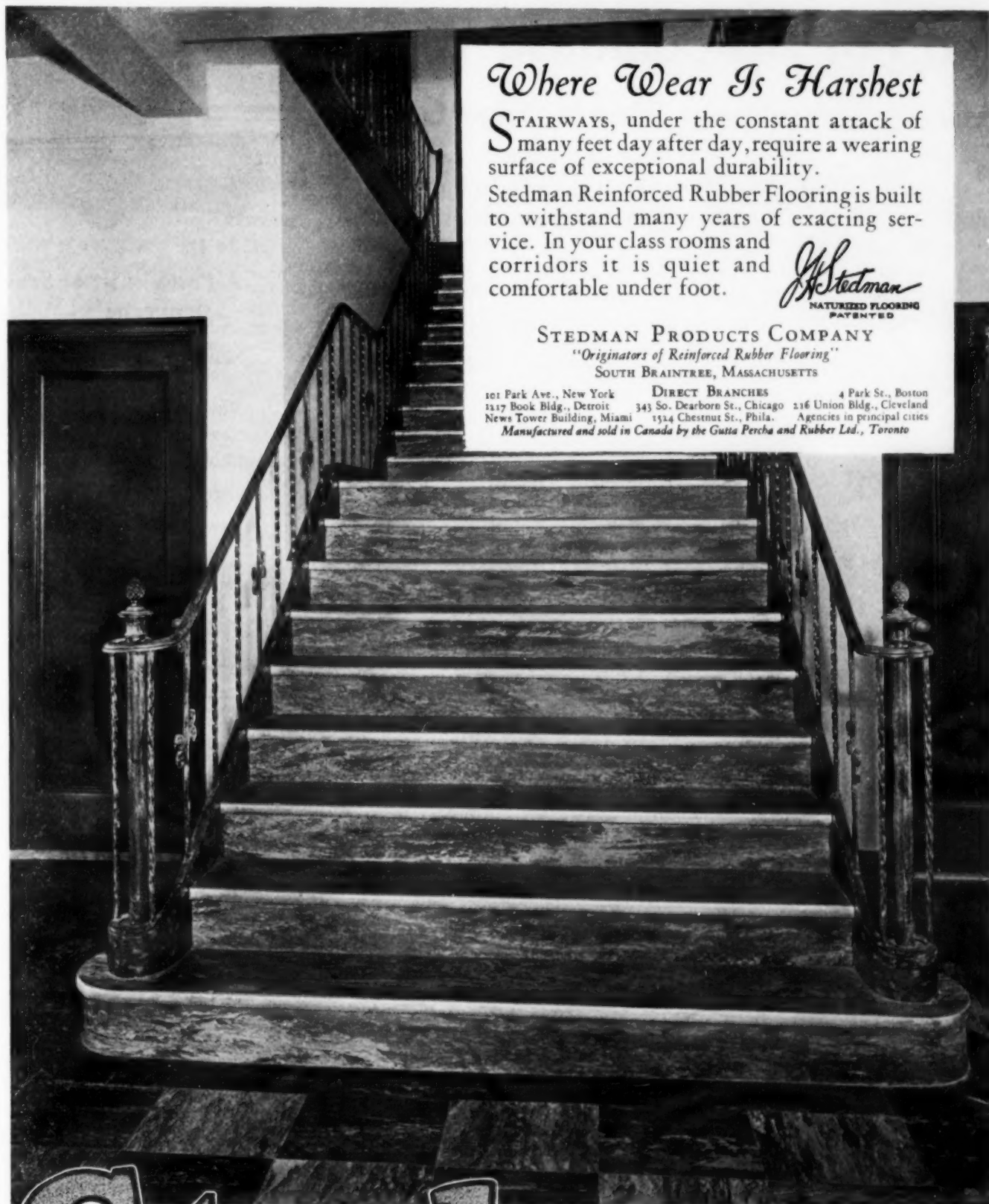
—A group of taxpayers has enjoined the Indianapolis, Indiana, board of education from selling the Shortridge school site. The court sustained the board.

—The Wisconsin Department of Public Instruction has ruled that there is no authority given by the statutes to electors whereby they may authorize the board to rent public school buildings notwithstanding the fact that the statute does give the electors full power to authorize the sale of a public school building.

The same department has also ruled that the tax levied by the county board of supervisors at the regular annual meeting in November for school purposes and which we commonly term "county tax" is not a "county tax" in any sense of the word. It is simply a tax levied upon each town, village, and city for school purposes and the statute practically determines the amount to be raised by each of these municipalities since the amount so raised is based upon the apportionment made by the state superintendent within thirty days after the tenth day of December in each year. The statute makes it the duty of the town treasurer after making payment of the state tax from the money collected each year to set aside all sums of money levied for school purposes under the resolution passed by the county board of supervisors. The money so raised cannot be legally used for purposes other than the maintenance of schools.

—St. Louis, Mo. An arrangement has been made between the police department, the board of education, and the United Railways Company to try out the effects of electric safety signals adjacent to school buildings. It is planned to place safety signals adjacent to two schools, at a cost of about \$1,850.





### *Where Wear Is Harshes*

STAIRWAYS, under the constant attack of many feet day after day, require a wearing surface of exceptional durability.

Stedman Reinforced Rubber Flooring is built to withstand many years of exacting service. In your class rooms and corridors it is quiet and comfortable under foot.

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NATURIZED FLOORING  
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"Originators of Reinforced Rubber Flooring"

SOUTH BRAintree, MASSACHUSETTS

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*Every Schoolroom Should Have One*

**1st.** The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

**2nd.** Having two speeds, the speed at the latch can be set for absolute quiet—no latch necessary.

**3rd.** The Hold-Open Device connected with the arm of the Door Closer is automatic, a child can operate it—just a push or pull on the door is all there is to do it. Does away with door stop, hook or strap to hold the door open.

**SERVICE:**—We have expert servicemen on call, free of charge.

**PRICE:**—The price is right. Send for a representative.

**THE NORTON DOOR CLOSER CO.**

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Use the Norton Liquid Door Closer with Hold-Open Arms and do away with door stop on bottom of door.



## A Partial List of Schools NORTON Equipped

Skinner Junior High School,  
Denver, Colo.

North East High School,  
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Toronto Public Schools

East Side High School,  
Cincinnati, Ohio.

Cass Technical High School,  
Detroit, Mich.

Technical High School,  
Omaha, Nebr.

## BUILDING NEWS OF THE SCHOOLS

### THE ST. PAUL SCHOOL BUILDING PROGRAM

—The school board of St. Paul, Minn., has issued a report regarding the buildings undertaken or completed since January, 1924. When completed, 103 different projects will be included in the list of major school improvements resulting from the two bond funds. Of these 103, 45 are new sites, or enlargement of sites; the remainder are building projects. Of the 58 building projects 50 are completed and now in use and three or four more will be ready for use by fall. The new buildings represent a net added seating capacity since June, 1920, of more than 14,000 pupils, or an increase within the six years of more than fifty per cent in school facilities.

The buildings completed during 1925 represent three types, namely, elementary, junior high and junior-senior high schools. The elementary buildings completed are the Dean, the Bryant, and the Hayden Heights, all six-room buildings of the same size and type, to which additions may be made at a much reduced cost.

The junior high schools completed are the Woodrow Wilson, the Murray, and the Cleveland. The Wilson school has a capacity of 900 and is arranged for future additions. The other two buildings have a capacity of five hundred each and contain eleven classrooms. The Cleveland contains eighteen classrooms and accommodates nine hundred pupils.

The Washington high school contains fifteen classrooms, has a capacity of 750 pupils, and represents the first unit of a larger building. The Harding high school has a capacity of approximately five hundred and contains eleven classrooms.

At present, there are three buildings in course of construction, namely the Webster grade school, the Webster junior high school, and the Monroe junior high school. The Webster grade school contains twenty classrooms and has a capacity of 850 pupils; the Webster junior high

school is a duplicate of the Wilson school and will be ready in September; the Monroe has a capacity of 500 pupils and contains twelve classrooms. It will be ready for use in the fall.

In addition to the new structures, the board has erected additions to the existing buildings and has completed the remodeling of seven further buildings.

### SCHOOL PROPERTY IN NORTH CAROLINA

The North Carolina Department of Public Instruction in its latest issue of State School Facts, presents some data on schoolhouses and school property. The article includes a table showing the number of schoolhouses, the value of school property, and the average value of school property for each schoolhouse for white and colored races in rural and city systems, and for both races in the state as a whole, from 1904-1905 to 1924-1925.

The report shows that during the school year 1924-1925 there were 7,096 schoolhouses in which 809,834 public school children of the state were housed. In 1904-1905 there were 7,376 schoolhouses for 474,111 school children. The figures show a decrease of 280 schoolhouses and an increase of 335,723 school children enrolled in schools during the twenty-year period. The total number of schoolhouses increased steadily from 7,376 in 1904-1905 to 8,239 in 1918-1919. The number of rural schoolhouses for both white and colored races reached the highest point in 1918-1919. City schoolhouses for the white race, on the other hand, have increased year by year until 1923-1924. In 1924-1925 there was a decrease of three white schoolhouses for city children. Schoolhouses for the colored city schools have increased from 63 in 1904-1905 to 172 in 1924-1925.

The table shows that in 1904-1905 all school property was valued at \$3,182,918. Twenty years later, 1924-1925, the school property was valued at \$70,705,835, an average increase of over three million dollars each year.

An interesting feature is the nearly equal value of the white school property in the rural and city systems from 1904-1905 to 1923-1924. This last year, 1924-1925, marked a break away from this equality in value of school property between rural and city schools. During the last year 54 per cent of the white school property was in the rural schools and 75 per cent of the

white school enrollment was in the rural schools. Thus, it can be seen that the rural schools do not yet have their proportionate share of school property.

In the colored schools the rural schools had the larger percentage of school property up until 1921-1922. That year and every year thereafter the city schools had the greatest percentage of colored school property. During 1924-1925 the city colored schools had 56 per cent of the school property and 24 per cent of the colored school enrollment. It is quite evident that the rural per pupil value of school property is not as great as the city per pupil value.

### BUILDING NEWS

—The citizens of Rolla, Mo., have approved a bond issue for \$50,000 to build an addition to the high school and to make improvements to the Central ward school.

A feature of the bond issue campaign was a parade of the school children. The children carried banners urging the people to support the bond proposition. Over eight hundred children were in line.

—The new Forest Avenue School, at Ambler, Pa., will contain eleven classrooms, an auditorium, an office for the principal, and a teachers' room. The building has been designed by Architect W. K. Phillips, of Philadelphia, and will cost \$75,000. Mr. G. Y. Styer is president, and Mr. Frank C. Weber, secretary of the board.

—Milwaukee, Wis. The school board has adopted a resolution providing that all contracts for the erection, enlargement or repair of buildings shall in the future contain the stipulation that the contractor agrees that persons employed by him in the performance of his contract shall be paid wages not less than those required to be paid under the minimum wage ordinance of the city. The contractor must agree to make a sworn bi-weekly report and to require that such a bi-weekly report from each sub-contractor employed by him, be given to the secretary of the board. The report must contain the name of every employee, his address, type of work performed by him, number of hours employed during the said weeks, and the hourly rate of pay.

—Alcoa, Tenn. Construction work will be begun shortly on a new grade school. The building will be one story in height and will contain ten classrooms.

(Continued on Page 93)



# DURABILT STEEL LOCKERS

**Built by Locker Specialists**

Thousands of Durabilt Steel Lockers have recently been installed in the corridors and locker rooms in Denver's three new high schools.

Modern school building calls for steel lockers and the phenomenal increased demand for Durabilt Lockers is significant of their unrivaled features of construction. Everywhere—from coast to coast—they are known as quality lockers, permanently dependable and especially attractive.

There is a size and type of Durabilt Steel Locker adapted to your most exacting requirement. Ask the nearest Durabilt Sales Representative for a demonstration. He will gladly explain the exclusive Durabilt features that have made them preferred by leading schools everywhere.

Now is the ideal time to purchase Durabilt Steel Lockers for early delivery and installation. Delays often mean unnecessary inconvenience. We are ready to assist with your locker problems.

Descriptive folders and prices will be gladly sent upon request.

New East Denver High School  
Denver, Colo.



Durabilt Recessed Lockers in  
main floor corridor,  
New East Denver High School

*"No better built than Durabilt!"*

## DURABILT STEEL LOCKER CO.

400 ARNOLD AVE.,

Sales Offices in all Principal Cities.

AURORA, ILL.

(Concluded from Page 90)

—Northampton, Mass. A bond issue of \$300,000 was carried in March by a vote of 519 to 216. The proceeds of the issue will be used in the erection of a junior high school unit and for the enlarging of the present senior high school.

—Indianapolis, Ind. A temporary restraining order was recently issued preventing the erection of the new Shortridge high school, pending a hearing on an injunction to prevent the erection of the building on the site selected. It is contended that the present site is not large enough to permit the enlargement of the buildings.

—Asst. Supt. McClure of Seattle, Wash., in a recent report, shows that the building program for intermediate schools now being carried out is less expensive than that of other cities.

Under the present building program, Seattle is spending approximately \$375 per child. In Rochester the junior high school represents an expenditure of \$1,100 per pupil. Chicago's program allows \$700 per pupil, while Denver's cost is \$500 and Minneapolis \$500.

—The city council of Providence, R. I., has asked the general assembly for authority to obtain a fund of \$1,000,000 for the complete modernization and improvement of the school plant. A loan of \$750,000 will be used for the erection of a new school.

—Minneapolis, Minn. The board of estimate and taxation has approved the plans of the board of education for the 1926 building and improvement program, calling for an expenditure of \$1,482,200. The estimate board also approved a plan to acquire land for seven new schools at a cost of \$255,000. Expenditures of \$169,900 for new equipment, \$25,000 for improvements to grounds, and \$25,000 for repairs and improvements to present buildings were approved.

—Indianapolis, Ind. The school board has adopted a policy to introduce the direct-indirect system of heating and ventilation in all new buildings to be erected in the future.

—Springfield, Mo. The building sub-committee of citizens, headed by Mr. A. J. Eisenmayer, has recently completed a circle survey of the school plant, showing the buildings needed in the school district to replace old buildings and to provide room for all students. The recommen-

dations of the committee will involve the floating of a bond issue in the near future.

—A recent report on the progress of education in North Carolina shows that during a 25-year period, the annual expenditures for public education have increased from one million dollars to more than thirty million dollars. Of the total amount spent, nineteen million dollars went for current expenses and more than ten and one-half went for new buildings. The value of the school property has increased from six-

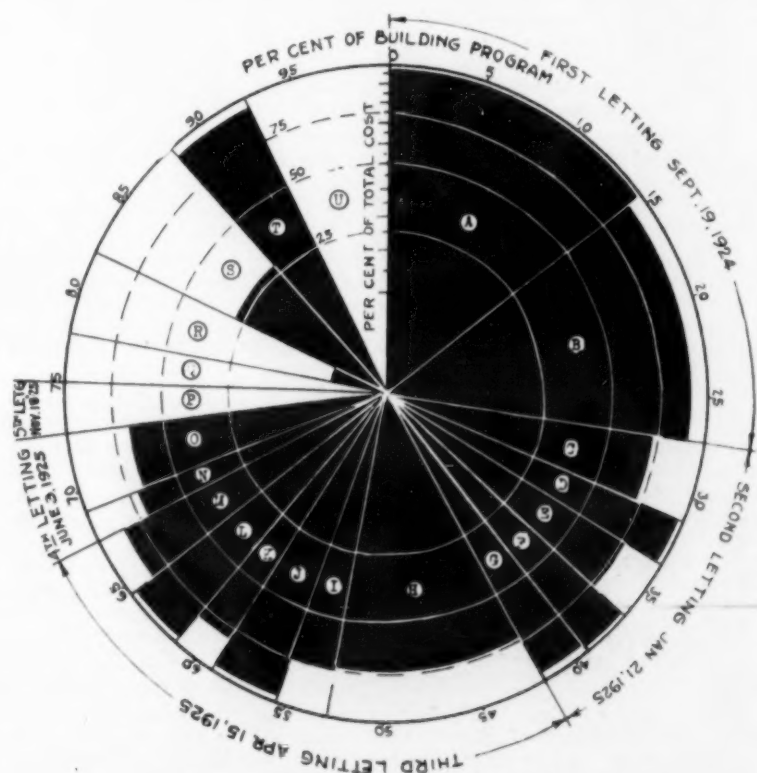
teen million dollars in 1919 to seventy million dollars in 1925. As a direct result of a campaign, the increase during the last six years has been 54 million dollars.

—Omaha, Nebr. The school board estimates that the present building program will be completed, with a balance of \$25,500 remaining from the building fund.

Although the board recently refused low bids on \$1,000,000 worth of bonds, it is believed the construction work will not be hampered. The

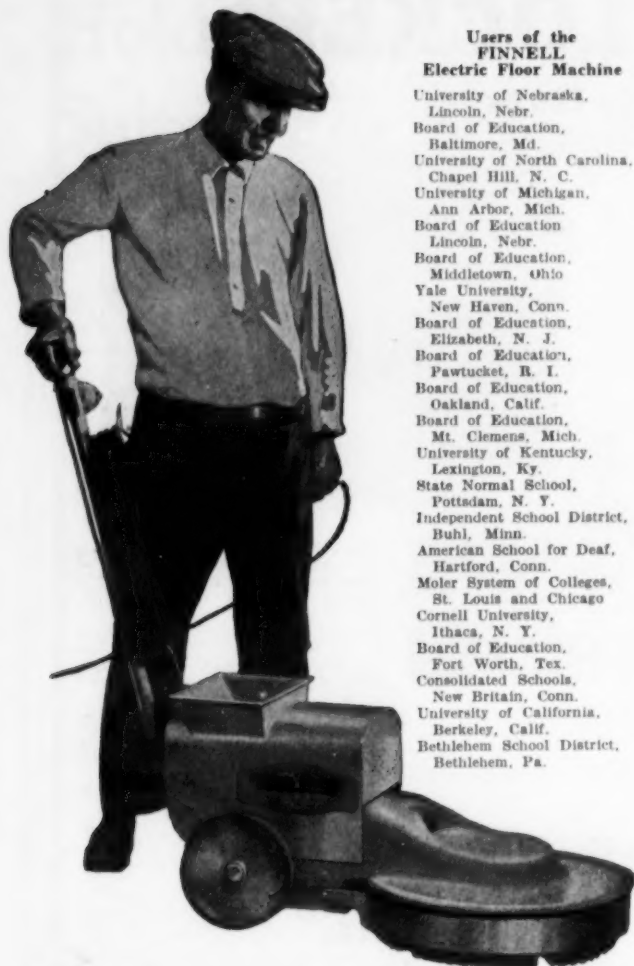
### HOW BIRMINGHAM CHARTS ITS SCHOOL BUILDING PROGRESS

The accompanying diagram is a reproduction of a progress chart issued monthly by the School Building Department for the use of the board of education and of the executive officers. The black areas show expenditures for each project. The per cent of the progress is measured along the circumference of the circle, and the entire circle represents the completed program. The percentage of the expenditures on the basis of the total cost is measured along radial lines. The letters in circles are keys to the respective buildings. The letter T represents miscellaneous repairs and the letter U is work not yet planned.



PROGRESS CHART—DEC. 8, 1925. SCHOOL BUILDING PROGRAM,  
BIRMINGHAM, ALA.

# Three Hours Saved—and Floors Kept Cleaner!



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Buhl, Minn.  
American School for Deaf,  
Hartford, Conn.  
Moler System of Colleges,  
St. Louis and Chicago  
Cornell University,  
Ithaca, N. Y.  
Board of Education,  
Fort Worth, Tex.  
Consolidated Schools,  
New Britain, Conn.  
University of California,  
Berkeley, Calif.  
Bethlehem School District,  
Bethlehem, Pa.

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board has been assured that it may award contracts and proceed with the construction work in anticipation of returns from the sale of the bonds when it eventually comes.

—Syracuse, N. Y. It is estimated that nearly half of the spring bond issue will be used in carrying out the Mayor's school building program. The program calls for the erection of three buildings to cost \$775,000.

—Springfield, Ill. Fire insurance companies have threatened to cancel insurance policies on a number of school buildings because of the conditions revealed. The inspectors condemned four buildings, recommended that they be razed, and ordered a complete installation of electrical equipment. The board is considerably embarrassed by the situation because funds are lacking for undertaking the needed improvements.

—On January 18th a six-room grade school was occupied at Baker, Ore. The building has been named in honor of J. A. Churchill, state superintendent of schools, who was for 22 years superintendent of the Baker schools.

—Indianapolis, Ind. The location of the new Shortridge high school cannot be determined by a court or by anyone except the defendant school board, according to a motion filed in the Superior Court by Mr. M. M. Hugg, school board attorney. The motion has resulted in a delay of the hearing on a petition for a permanent injunction against the board in the change of site.

Allegations were made in the petition that the site had been fixed and approved so as to be final and conclusive. Until the contracts are let for the building, the attorney's motion argued, the school commissioners may in their discretion change the location of the school and the plaintiffs have no right to challenge the discretion of the commissioners.

—Decatur, Ga. The citizens recently voted on an issuance of bonds for the enlargement of the school system.

—New London, Wis. Beginning with the tax levy of 1926, the board of education will set aside \$50,000 or more each year, as the nucleus of a building fund. It is planned to erect a new high school at a cost of about \$250,000 during the

summer of 1929. Other needed improvements will be made on the existing buildings to bring them up to the standard.

—Pawtucket, R. I. The Slater Junior High School, the first one in the state, was used for the first time last September. It is planned to open a second school next year, and to complete a senior high school in January, 1927. This will complete a \$2,500,000 building program.

—The contract has been let for the erection of the Stevens Junior High School at Williamsport, Pa. The building will house one thousand pupils, will cost about \$400,000, and will be occupied in September, 1927.

—Beaufort, S. C., has recently completed a modern high school building for white children and one for the colored pupils.

—Chillicothe, O. A contract has been let for the erection of a new junior high school to cost about \$315,000. Work will begin shortly on plans for a high school.

—A bill permitting the city of New Bedford, Mass., to borrow \$1,200,000 outside the debt limit, for building and furnishing two schools, has been presented to the state legislature by the municipal committee on finance. The Mayor of the city had previously recommended a bill calling for a loan of \$1,500,000.

—Evansville, Ind. A program of expansion, covering a five-year period, and having for its purpose the equalizing of educational opportunities in the city, has been adopted by the board of education.

—East Greenwich, R. I. A special committee has just completed a survey of the housing conditions of the school system with a view to making improvements. One school has been condemned as unsuited to present-day school requirements. At least one new building will be erected to replace a school destroyed by fire.

—A new school at Riverhead, N. Y., erected at a cost of \$250,000, was opened for use the early part of March. The building contains a tablet erected in memory of Mr. Charles H. Howell, who served as teacher and principal, and later as school commissioner and superintendent in Suffolk County.

—The Sheridan high school at Sheridan, Wyo., was opened for use on March 12th, following a dedication program and inspection of the building. Mr. P. C. Duncan, president of the school board, presided at the program.

The bond issue for the building was voted in December, 1923, and construction work was begun in March, 1925. The building was completed in January, 1926, at a cost of \$443,000. It contains 44 classrooms, laboratories and shops, and an auditorium seating 1,000 persons.

The building was erected from plans prepared by Architects Randall & Jordan, and the construction work was completed by Frank Jacoby & Sons, general contractors. The educational details were carried out under the direction of P. C. Duncan, president of the board, and Mr. J. J. Early, superintendent of schools.

—The new Walter Page school at Minneapolis, Minn., has been presented with a portrait of the late Walter Hines Page by his son, Arthur Page. The presentation was brought about by the local parent-teachers' association.

—The inventor of the first airplane has been honored by the Dayton, Ohio, board of education in naming a new building the "Wilbur Wright School." It is an elementary and junior high school with 37 classrooms and an auditorium that will seat 825 persons.

—Notwithstanding that New York City expended over \$141,000,000 for new school buildings last year, the schools are still over-crowded. Howard W. Nudd, director of the Public Education Association, says: "According to official statistics, there were still over 121,000 children on part-time and make-shift programs at the opening of school last September, despite the expenditure of \$141,000,000 in the last five years. There were thus about 3,000 more children in this predicament than there were when the Hylan regime began eight years ago. Furthermore, this does not tell the whole story. A year before, in July, 1924, over 100,000 children had been automatically lifted into the regular session group without any modification having been made in the character of their education. Including this statistically submerged group, the actual number of children on part-time and make-shift programs should thus have been in the neighborhood of 225,000."



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## SCHOOL FINANCE AND TAXATION

### FACTORS OF SCHOOL COST IN PHILADELPHIA

The expenditure of over thirty million dollars in the past year for the operation of the public school system of Philadelphia constitutes the largest amount which the city has paid out in any one year, with one exception, for this purpose. According to the recent report of Mr. William Dick, secretary of the school board, all of the sum may be charged to operating expense. Some of the improvements, representing capital outlay, usually defrayed from this fund, were paid out of current revenue. Operation and maintenance, including salaries and debt service, in 1925 took more than twenty-three of the twenty-six million dollars accruing from taxes.

The figures show that it cost, in 1925, over four times as much to run the schools and to meet the needs of the school system as it did in 1912. Receipts from school taxes amounted to over five million dollars more per annum than the entire municipal tax yield in 1911.

The most gratifying feature of Mr. Dick's report on school costs is the statement that over five and one-quarter million dollars was taken from current revenues for capital outlay during the past few years. Considering that loans usually double, in the accumulation of interest charges and principal before they mature, this means, too, that there has been practically a saving of that amount to the taxpayer in the carrying out of the school building program. Outside of the tremendous rise in building costs, which have risen sharply since 1915 and which ten years earlier received a decided upward boost when the board adopted fireproof construction for new schools, the cost of tuition, largely represented by teachers' salaries, has shown the greatest gain.

On the basis of the average attendance, it is estimated that last year it cost \$219.84 to educate each pupil in the normal school, \$169.97 in the senior high, and \$118.51 in the junior high, \$125.30 in the continuation classes, and \$68.17 in the elementary grades, while the cost per pupil

in the girls' trade school was \$229.71.

The figures show that instructional salaries took 49 cents out of every dollar expended; total salaries, including administrative, called for 55.8 cents out of each dollar, and total operation and maintenance cost, excluding loan payments and expenditures for new sites and buildings, cost 72 cents out of every dollar expended.

For meeting the expenses of operation and maintenance, during the past year, the board received current taxes amounting to nearly \$25,000,000, delinquent taxes of more than one and one-third million, the state grant of more than two millions, and permanent loans of more than nine millions, which with miscellaneous receipts and a carry-over of more than five million, gave the board total resources of more than \$43,000,000 for the year.

### SCHOOL TAX ELECTION CARRIES AT ST. LOUIS

By a vote of almost ten to one, the proposition to retain the 85-cent tax rate for school purposes at St. Louis, Mo., was approved on March 23rd with the largest majority ever received in a school tax election.

At the election, a total vote of 54,392 was polled, which was approximately 25 per cent more votes than were polled in the last election in 1922. The proposition carried in every one of the 28 wards of the city, and in only one of the more than 600 polling places was a majority cast against the question.

It is pointed out by school officials that the tax rate is not high in comparison with that prevailing in other cities, yet it produces an adequate revenue for regular school maintenance and building purposes. The income from the 85-cent rate, plus the regular income from other sources, during the next four years, should produce a revenue of about \$50,000,000.

The election was the climax of a spirited campaign conducted by the board of education, the citizens' committee, and numerous other organizations in support of the proposition. During the campaign, speakers told the people that defeat of the measure might cause irreparable damage to the city school system, by forcing the board to revert to the 60-cent rate, which had been proven insufficient to operate the schools. The 85-cent rate had been adopted in 1922 at a time when more funds were required than could be obtained under the 60-cent rate.

It is interesting to note that the election followed shortly after the board's approval of Supt. John J. Maddox's recommendation to expend six million dollars for building construction, and to appropriate \$95,000 for the work of curriculum revision during the present year.

### FINANCE AND TAXATION

—The voters of Tacoma, Washington, emphatically rejected a proposal for an increased tax levy for the support of the schools. The Ledger, a local newspaper, in commenting on the result said: "Doubtless the failure to vote the increase was based upon general ignorance of the almost imperative need for the supplying of additional funds for carrying on the work of the schools in a constantly growing community. It is to be expected that the school board will carefully study the situation and will institute economies wherever they are possible without reducing the efficiency of the schools, and then will be able to make such a presentation of facts as will enlighten the public. In the meantime it would seem that the average citizen will try to figure out how growth and expansion can be made to harmonize with lessening revenues."

—The Ashtabula, Ohio, board of education has reduced the time of a \$350,000 bond issue for the new West End school from 40 to 25 years, thereby saving \$150,000 interest charges.

—In establishing the relative cost of education in the several cities of the state of Washington, Superintendent Arthur Wilson of Everett submits the following statistics:

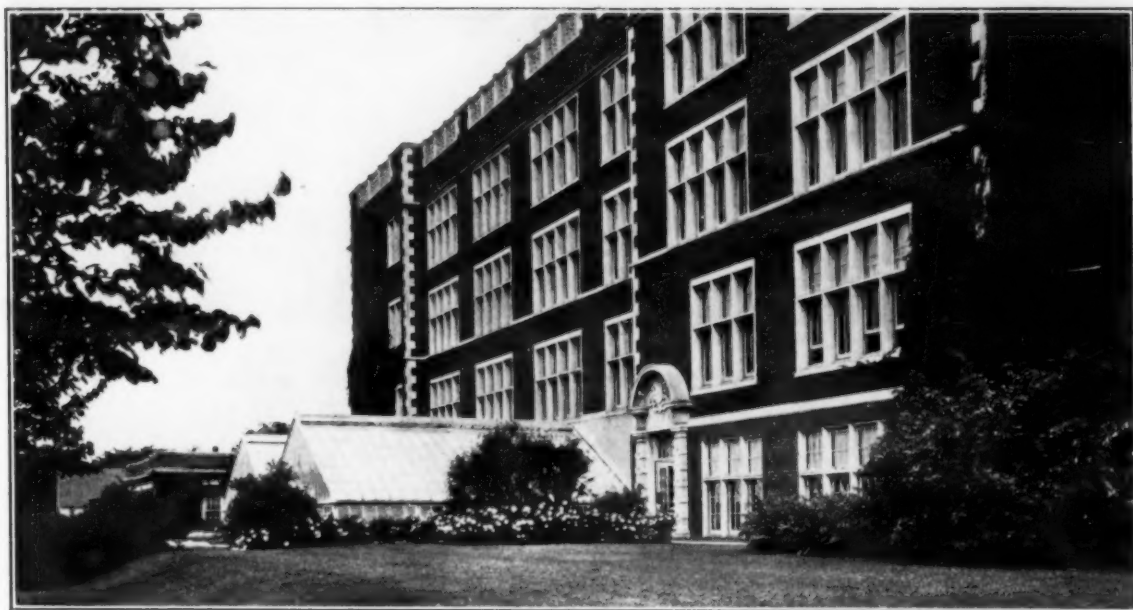
	1919-20	1924-25
Seattle .....	\$100.20	\$97.47
Spokane .....	78.82	95.98
Tacoma .....	73.12	84.37
Everett .....	78.38	76.85
Bellingham .....	65.29	80.80
Yakima .....	71.43	79.87
Aberdeen .....	65.50	68.38
Walla Walla .....	77.01	80.45
Vancouver .....	55.42	68.99
Hoquiam .....	70.32	62.32

—The school board of Tishomingo, Johnston County, Oklahoma, finds itself without funds to continue the schools to the end of the term. The teachers have agreed to remain and work for their board and the town is making up a purse to have them continue on that plan. "Let all of Tishomingo do honor to her loyal teachers."

(Continued on Page 98)



## GLASS ENCLOSURES



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124 Stanley St.

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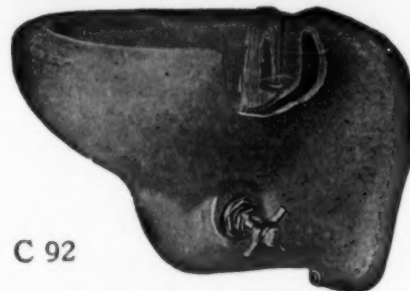
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C 147

A pedestal fixture of galvanized pipe with extra heavy vitreous China bowl and vertical o-slant stream. An extra strong fountain for the playground.

(Continued from Page 96)

We believe we speak the heart of the people of the town when we say that these teachers shall receive their reward," says the local newspaper. "The school board likewise is due much credit for finding a way to keep the schools going. The members of the board have worried much and labored unceasingly for a satisfactory solution of the question of closing or keeping the schools running."

—Grand Rapids, Mich. The school board has adopted a budget of \$3,305,203 for the year 1926-1927. This is an increase of \$420,067, or an estimated increase in taxation of 45 cents per \$1,000 assessed valuation.

—Nampa, Ida. The estimated cost of operating the schools this year is \$180,000. The board has asked the approval of an additional levy of seven mills, making a total of fifteen mills for educational purposes.

—Tacoma, Wash. The total expenditures of the schools for 1926-1927 are estimated at \$1,983,925, and the total estimated revenue is only \$1,778,469. At a recent election, a three-mill tax levy failed to carry with the result that the school board has been obliged to reduce the general expense fund to \$1,701,978.

The reductions made by the board include a \$10,000 cut in the original fund of \$13,300 for the gymnasiums in the new schools, another \$10,000 for new sites, \$10,000 for building purposes, and \$4,000 was eliminated from the local improvement fund, reducing it from \$12,000 to \$8,000.

—Houston, Tex. The school tax has been raised from \$1 to \$1.06 on each \$100 valuation. The increase is due to the need of an increased sinking fund to care for the \$4,000,000 bonds voted last year. The thirteen-cent tax for the sinking fund to care for the \$3,000,000 bond issue of last year, has been reduced to ten cents this year.

—A recent report of the state education department of Massachusetts shows that the per capita cost of the elementary schools of Pittsfield for the year ending June, 1925, was \$70.97, while the state average was \$78.86, a difference of \$7.89.

The per capita cost of the senior and junior high schools was \$94.81, while the average for 39 cities of the commonwealth was \$126.22, a difference of \$31.41.

It is shown that Lowell heads the high school list with a per capita cost of \$205.95, while Newburyport is the lowest with \$76.25. Pittsfield is in a group with four other cities of about the same population as follows:

Fitchburg, \$125.43; Salem, \$111; Chelsea, \$105.15; Newton, \$132.25; Springfield is at the top with a per capita cost of \$196.68 and Gardner is at the bottom with \$51.81.

—Seattle, Wash. Expenditures in the school district for next year will total \$7,460,700, of which amount \$5,132,200 covers the general expenses included in the preliminary budget adopted by the board. The budget estimate shows an increase of \$243,900, or 4.99 per cent over that of last year, but it is not planned to make any increases in the general fund tax levy, or the millage for bond redemption and interest.

—Erie, Pa. The school board estimates the school needs for the year 1926-1927 will reach \$2,000,000. The cost of operating the schools last year was \$1,800,000, but more teachers and higher salaries, as well as other needs, will bring the cost to about \$2,000,000.

—The tax rate of Newark, N. J., has been reduced from \$3.78 per \$100 valuation for 1925 to \$3.63 for 1926. This is due to the pruning of the school budget. The new building projects which are paid out of bond issues will not be affected.

—Dr. Leroy King of the University of Pennsylvania has made some school tax studies in which he states that: "In school expenditure per capita of total population, Pennsylvania is slightly above the median, with \$17.44. California leads in this item also, with \$38.15. New Jersey is next with \$27.71 and New York next with \$26.93. Missouri and Louisiana are again low with \$7.22 and \$7.09 respectively. The cost of education per pupil enrolled in Pennsylvania is \$80.13. New Jersey is highest with \$155.50, California next with \$127.26, and Louisiana lowest with \$29.41. Here again Pennsylvania is close to the median, which is \$80.67. In appropriations by the state to the support of education, Texas stands highest among sixteen representatives with .19 of one per cent of its wealth. New Jersey is lowest with .03 of one per cent of total wealth, and Pennsylvania ranks twelfth with .09 of one per cent of its wealth."

—Cranston, R. I. The school board has fixed upon a budget of \$411,162 for the operation of

the school system during the next year. The budget represents an increase of approximately \$30,000 for the year.

—Grand Rapids, Mich. The adoption of the proposed school budget for 1926-1927 will increase the school tax rate about 45 cents for each \$1,000 of property valuation. The increase is attributed to an increase in school attendance and to increases in the salary appropriation.

—State Supt. Vernon M. Riegel of Ohio has announced that school boards must reduce their budgets next year. He points out that the schools will have to get along this year with about \$300,000 less than last year. It is found that too many teachers are employed in certain districts, and that economy must be practiced without interfering with the efficiency of the schools.

—Spokane, Wash. The school board has advertised for bids on \$475,000 worth of school bonds. The money is to be expended for the erection of four schools.

—Vancouver, Wash. The school board has adopted a budget of \$216,960, which is an increase of \$16,000 over that of last year.

—Boston, Mass. The school board has adopted a budget of \$14,005,274 for the year 1926, which is an increase of \$2,738,406 over that of 1925. The increase is attributed to the change in the financial year and to salary increases.

—Spokane, Wash. The school budget for the year ending with June, 1927, is estimated at \$1,929,440, or an increase of approximately \$20,000 over the last year.

—Secretary G. T. Mowat, of the board of education at Peoria, Ill., has issued a report showing that the cost of education per pupil has increased \$5.17 in the year ending June, 1925. For the last fiscal year the cost of education was \$92.52 and for the previous year it was \$87.35.

The total cost of the schools, not including capital outlay, increased \$75,000. The cost for the year 1925 was \$1,021,323, and for 1924 it was \$946,838.

There was a total increase of \$26,818 in instruction costs and an increase of \$4.05 in per pupil costs.

—Yonkers, N. Y. The board of education has adopted a budget of \$8,657,000. The budget represents an increase of \$1,507,681 over the previous year.

(Continued on Page 101)





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CIRCLE A PRODUCTS CORPORATION

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Newcastle, Indiana

(Continued from Page 98)

—Erie, Pa. An increase in the school tax levy for 1926 is deemed probable, in view of the increase in the school needs.

—Detroit, Mich. The school board has added to its budget request, an item of \$636,778 for the maintenance of schools in the newly annexed Redford school district, and for the equipment of new schools. The board asks a total of \$769,993 for the newly annexed district, which with the estimated credits, will reduce the total estimated amount to about \$700,000.

—Bellingham, Wash. The school board has adopted a budget of \$592,794 for the next year, which represents an increase of \$178,369 over the previous year.

—Concrete, Wash. The citizens recently voted to retain the present ten-mill tax levy for the ensuing year. The ten-mill levy means a levy of one per cent on assessed valuation.

—The secretary of the school district of Wilkes-Barre, Pa., has issued a special report giving comparative figures on taxes and bonded debt, and on school costs for the year 1924-1925 in second-class school districts of Pennsylvania.

In a list of seventeen cities, the secretary gives figures showing the assessed valuation, the percentage to real value, the tax millage, the per capita tax, the bonded debt, and the millage required for redemption of bonds. Wilkes-Barre, with an assessed valuation of \$96,000,000, has a tax millage of fifteen mills, a per capita tax of \$5, a bonded debt of \$574,500, and a millage of .75 for the redemption of bonds. Fifteen of the seventeen cities have a bonded debt of more than \$1,000,000. The millage for the redemption of bonds ranges from 1.5 to 5 mills. York, Scranton, and Wilkes-Barre are the only cities in the group which have not incurred bonded indebtedness by vote of the people.

In a study of school costs for the same period, it is shown that Wilkes-Barre has a per pupil cost for current expenses of \$68.33, and a per pupil cost for total expenses of \$103.95. The percentage for current expenses amounts to 66, that for debt service to six, and that for capital outlay to 28 per cent. The per pupil cost for all expenses ranges from \$79.45 in York, to \$181.56 in Johnstown. The percentage spent for current expenses ranged from 48 per cent in Reading, to

94 per cent in York. The percentage spent for capital outlay ranged from one per cent in Williamsport, to 43 per cent in Reading. In Wilkes-Barre, the amount spent for capital outlay was 28 per cent.

—The citizens of Centralia, Wash., have approved a proposition calling for a special tax levy of \$32,000.

—At Rolling Bay, Wash., the citizens approved a ten-mill tax levy for school purposes.

—The rural schools of Collin County, Tex., closed this year at the expiration of a six months' term, instead of seven and eight months,

due to a lack of funds. According to the state school inspector, it was found there were an increased number of schools receiving state aid. The failure to increase the amount of the appropriation has made it necessary to reduce the school terms to six months.

—A fund of \$786,000 was recently distributed to the public schools of Virginia, by Secretary D. S. Lancaster of the state board of education. The money was distributed on the basis of \$1.30 per capita of school population and represented a part of the appropriation made by the legislature of 1924. The remainder of \$440,000 is distributed on the basis of certain standards previously adopted.

—Governor Fuller of Massachusetts has signed a bill presented by the Boston school committee providing for the regulation of appropriations for certain school purposes.

—Rural schools of the state of Oklahoma have just begun to feel the effects of the lack of state aid, according to Mr. C. W. Kerr, assistant superintendent of schools. Under the 1925 school law, \$500,000 is proved contingent upon the failure of the \$15 a child amendment, which never had been submitted to the people and consequently has not failed. Although no definite figures are available, a number of schools will be closed with six and seven months' terms.

Based on the estimates of last year when \$498,326 were apportioned by the state department, 1,319 districts will be obliged to order short terms. The number of children affected last year was 223,894 and the teachers, 6,159.

—Wichita, Kans. The board of education, in figures recently made public, shows that its finances are in better shape than at any time since 1923, when its funds became involved in the failure of the American State Bank.

The report shows that in less than three years, the board has paid off more than a million dollars in indebtedness, and is now operating on a strict pay-as-you-go basis. It is even predicted that, as a result of the improved financial condition, taxes will be reduced when the new tax levy is made in August next.

The board had on deposit in the bank \$640,000 at the time of the failure of the bank. This loss created such havoc with the school fund that the board was forced to issue warrants on which

### SEATTLE SCHOOL DISTRICT NO. 1 PRELIMINARY BUDGET ESTIMATE—1926-1927

GENERAL FUND REVENUES			
CLASSIFICATION	Amount for 1926	Amount for 1927	Percentage Increase
COUNTY APPORTIONMENT	\$ 7,285.00	\$ 7,100.00	2.55%
STATE APPORTIONMENT	1,474,311.15	1,774,000.00	20.35%
STATE FUND—BONDS—REVENUE ACT	20,784.10	20,000.00	3.76%
HIGH SCHOOL APPORTIONMENT FUND	20,000.00	20,000.00	0.00%
TUTORIAL	5,000.00	5,000.00	0.00%
HIGH SCHOOL BOSTON	5,000.00	5,000.00	0.00%
FINDER AND PENALTY	4,315.00	4,315.00	0.00%
MISCELLANEOUS	1,072.00	1,072.00	0.00%
GENERAL PROPERTY TAXES	2,870,000.00	2,870,000.00	0.00%
TOTAL ESTIMATE OF REVENUES	\$4,400,000.00	\$4,400,000.00	0.00%

### RECAPITULATION OF ESTIMATED EXPENSES

CLASSIFICATION	Amount for 1926	Amount for 1927	Percentage Increase
SUMMARY OF EXPENSES:			
A—GENERAL CONTROL (Detail attached)	\$ 131,000.00	\$ 140,000.00	6.87%
B—INSTRUCTION	3,245,000.00	3,770,000.00	16.02%
C—OPERATION	600,000.00	600,000.00	0.00%
D—MAINTENANCE	315,000.00	300,000.00	4.76%
E—ACCUALLY AGENTS	20,000.00	20,000.00	0.00%
F—MISCELLANEOUS	61,000.00	71,000.00	16.39%
G—PROPERTY IMPROVEMENTS	40,772.00	40,772.00	0.00%
H—OTHER PAYMENTS	20,000.00	20,000.00	0.00%
GRAND TOTAL—ALL EXP. GENERAL FUND	\$4,400,000.00	\$4,400,000.00	0.00%

NOTE: The amount \$2,870,000 represents increase from a levy of 10 mills on an assessed valuation estimated at \$28,700,000. An additional tax of 2.50 mills will be levied to provide funds for the redemption of bonds maturing in 1926-1927, and an additional tax of 2 mills for the services of interest on bonds outstanding.

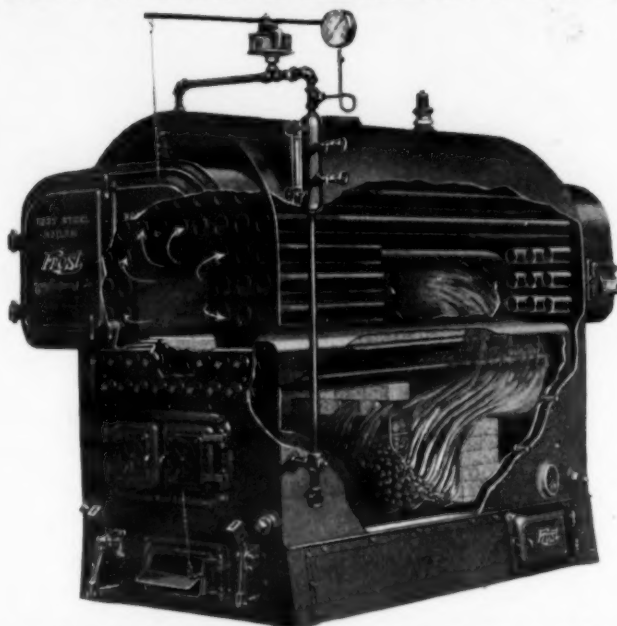
### HOW SEATTLE PRESENTS ITS BUDGET

The above form is a miniature of the summary of the annual budget presented by the executive officers to the board of education. It shows at a glance the classification of revenues, the actual receipts for the preceding year, the receipts of the current year, and the estimated receipts of the year for which the budget is prepared. Similar figures are given for the expenditures, with the addition of a statement of the increases and decreases which are estimated for the coming year. A separate column shows the percentage of the expenditures for particular classified outlays. The budget shown was adopted by the board of education on April 7, 1926.

## MODERN HEATING APPARATUS MEANS **ROSS** ALL STEEL HEATING BOILERS FOR SCHOOLS

PROGRESS IS THE WATCHWORD OF TODAY. THE LAST FIVE YEARS HAVE SHOWN GREAT CHANGES IN THE HEATING BOILER. GONE IS THE BULKY INEFFICIENT BOILER TAKING UP UNNECESSARY ROOM—IN ITS PLACE IS THE COMPACT, EFFICIENT ROSS BOILER.

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interest was paid at six per cent. The warrants piled up until in June, 1924, they totaled \$456,229. The board later recovered from the bank, \$300,800 of its deposits, which paid off that amount of warrants, leaving \$155,429 in unpaid warrants. These warrants have all been paid and the only ones issued this year were those for the first part of January.

Since the peak of the indebtedness in 1923, the board has paid off \$527,429 in debts, of which \$372,000 were in bonds, and \$155,429 in warrants, not counting those paid off from money recovered from the receiver of the defunct bank.

The matter of reducing the school debt is lowering the interest. For the year ending June, 1924, the school board paid \$113,324 in interest, and for the year ending June, 1925, a total of \$107,575 was paid. For the year ending June, 1926, the board will only have to pay \$97,823 in interest. The board announces it will continue reducing the indebtedness, and at the same time will take care of the building program.

—The Massachusetts legislative committee on finance has approved expenditures of \$13,150,000 to four municipalities, including Boston, Leominster, Quincy, and Webster. Of this amount, the Boston school appropriation was \$12,000,000, which is intended to cover the four years of the mayor's administration.

Last year the legislature granted to the Boston school board a construction program covering a period of only one year. This year the program extends for three years with a further provision that the money may be spent within four years.

The money for the new school buildings and their furnishings will come entirely from the tax levy. The bill provides for the expenditure of \$4,500,000 this year, which is already contracted for. Also during this year authority is given to make contracts up to \$1,000,000 to be spent next year; for contracts for \$3,500,000 in 1927 to be spent in 1928; and for \$3,000,000 contracted in 1928, to be spent in 1929.

—Sequim, Wash. The citizens have voted a five-mill extra tax levy to provide funds for the building of a gymnasium.

—Mr. C. E. Arney, executive secretary of the Washington Taxpayers' Association, in a recent

statement, pointed out that the real need in the state today is a complete revision of the educational finance system to secure a more equitable distribution of the wealth of the state in the cause of education. He believes there should be a lay board charged with the duty of formulating policies of education for the common schools and a separate and distinct board of policy and coordination for the higher educational institutions.

The state taxpayers' association has come out in favor of a county unit instead of a district unit for school finances and administration. The plan has been supported by the Washington Educational Association, but there appears to be opposition to the plan on the theory that education is being taken away from the people.

The present system has proven ineffective in bringing about an equality of educational opportunity and has resulted in waste of money. The revision supported by the taxpayers' association follows the line of every responsible commission that has studied the problem in the state.

—The report of the governor's commission on school finance for New York State recommends an increase of state educational aid of \$18,500,000 for next year, and further increases of \$5,500,000 for each of the three succeeding years, with increased taxation to meet the requirements.

In a statement accompanying the report, the governor urged the adoption of legislation suggested by the commission, but pointed out that the program, so far as appropriations are concerned, must wait until next year because the commission's work will not be completed before the year's budget and appropriations are adopted.

The commission finds that the cities have gone as far financially as their tax limits will permit, and adds that major reliance on funds for educational requirements must be placed upon funds collected by the state. If present sources of taxation are insufficient, it is recommended that additional funds be raised through increased inheritance tax, a tax on gasoline, a tax on unincorporated business, increased rates in the franchise tax on the income of corporations and increased personal income taxes.

The report recommends that a commission be appointed to study methods of bringing about financial independence, and that the grant of authority be made to such local boards as soon as conditions warrant.

The present state aid in education is \$54,000,000 annually. Under the proposal of the commission, this would be increased to \$72,500,000 in 1926-1927; \$78,000,000 in 1927-1928; \$83,500,000 in 1928-1929, and \$89,000,000 in 1929-1930.

The survey of the state shows that the local assessments range from 69 to 92 per cent of the full value of the taxable real estate, and the commission states that if the assessments were upon the one hundred per cent basis, the full yield would solve the problem of finance and balance the budget in every city affected, with the exception of Buffalo. The commission recommends that a careful study be made of the minor sources of local revenue, such as regulatory fees, charges for permits, special assessments, and charges on municipally-owned utilities.

—The school board of Seattle, Wash., has adopted a budget calling for a total expenditure of \$5,132,200 for the year 1926-1927, or an increase of \$243,900 over 1925-1926. The revenues include \$2,472,200 derived from the general school funds, and \$2,660,000 to be derived from a special tax levy of ten mills, making a total estimated fund of \$5,132,200.

—The Omaha, Nebraska, school board rejected all bids on a \$1,000,000 bond issue because in the judgment of some of its members the bond market was not favorable at this time. The bids ranged from 98.209 to 99.60.

—The St. Louis, Mo., board of education carried its increased tax rate of 85 cents by a ten to one vote. The St. Louis Democrat in commenting on the result said: "Criticism of the board and its acts are sometimes heard, but this overwhelming expression indicates the remarkable degree in which it commands the confidence and cooperation of the community. After an approval so warm-hearted, the board members are under a special obligation to guard well the finances of the district, to levy the maximum tax only in years when the need is clear, and to see to it that the school system is kept in the front rank."





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## "Williams" Reversible Window Fixtures

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This widespread, and in many cases repeated use, surely must indicate satisfaction.

The building illustrated is one of 22 school installations in Akron, Ohio.

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With "Williams" Reversible  
Window Fixtures cleaning  
is done entirely from the  
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## NEWS OF THE SCHOOL BOARDS

### COURTESY IN PUBLIC SERVICE

President Edward B. Ellicott of the Chicago board of education, who has been called the most courteous and efficient public official the city has had, is particularly interested in the form of courtesy which belongs to public service.

In line with his suggestion, Supt. William McAndrew suggested that principals compose bulletins, or notices, which would be suitable for display in the schools. In accordance with Mr. McAndrew's suggestions, the principals have devised the following notices:

1. To the Public: This school desires to serve you. The principal will be glad to receive your comments.
2. Citizens welcome. Tell us what you think.
3. Courtesy. You are entitled to it here.
4. America's service station, a public school.
5. If you do not like the school, or if you do, please tell us.
6. We are doing our best. We will appreciate your suggestions.
7. This is your school. Help us make it the best.
8. We may not have time to visit but we have time to give you courteous attention to business.
9. We want to please the public. Help us.
10. We are here to serve.
11. School is for service, not for self.
12. This school desires to serve the public. Business transacted in the office.
13. Visitors always welcome. Suggestions gladly received.
14. This school stands for service. If you have any criticisms or suggestions for the bettering of our school, please let us know.
15. This school desires to serve you. Please come to the office for information or inquiries.
16. This school is for service; please tell us how we can serve you better.
17. The public be pleased. The principal will gladly receive your comments.

18. Our motto is service. The principal desires your comments.

19. Pleasing the public is our pleasant duty. The principal desires your comments.

The different classes in printing were asked to reproduce these as placards in suitable sizes. After viewing the entire collection, the principals selected those placards which they considered the most desirable and the most striking in appearance. The placards have been so placed that a visitor who opens the front door of any school is at once confronted with one or the other of the invitations.

Another feature which has been introduced consists of suitable signs just inside each entrance, directing the visitor to the principal's office. In each office is a sign giving the name of the principal and the name of the clerk.

### AMONG BOARDS OF EDUCATION

—The school board of Springfield, Illinois, recently had under consideration a complaint to the effect that unscrupulous shopkeepers in the vicinity of the schools were operating slot machines. The Journal of Springfield in commenting on the complaint says: "It is difficult to find words harsh enough to characterize the storekeeper who will debauch children for a few nickels and dimes. The slot machine is the most fruitful school in gambling and its presence in a store that children are certain to patronize is a temptation they do not resist. It teaches its lesson quickly and establishes a gambling habit whose ramifications cannot all be described. The school board and the parents are justified in taking the most drastic action possible against those who place these temptations in the way of school children."

"School authorities have complained with justice, of what has been called 'government by mass meetings.' Too often parents, organized or unorganized, protest against measures or decisions of boards of education, or of the superintendents of schools and call public meetings to voice their supposed grievances. Not infrequently children's 'strikes' are threatened as a means of forcing the withdrawal or modification of decisions." So says the Lewiston, Ida, Tribune and adds: "Reasonable parents and reasonable principals or superintendents should

reconcile without serious friction differences that arise when necessary changes are proposed."

—An item which appeared on page 108 of the March number of the School Board Journal stated that friction had arisen between the school board and city council of Pawtucket, R. I. This is an error. It should have named Central Falls, R. I. Superintendent W. A. Newell informs us that the relations between the school board and city council of Pawtucket have been harmonious for many years.

—New London, Wis. At the spring election, three members of the board of education were reelected without opposition. The board is composed of six members, one from each of the five wards, and one at large.

—Chester, Pa. The secretary of the school board acts as the business manager of the schools and maintains an office in the superintendent's department. The secretary has charge of all the business details connected with the schools and thus relieves the superintendent of many annoying details, giving him more time to devote to educational supervision.

—Rev. J. O. Parrott has been reelected a member of the Moberg, S. Dak., board of education. Mr. Parrott has served with marked ability, both as member and president of the board for several years. He is a graduate of the William Jewell College and has made a special study of school administration. His reelection is most gratifying to the local constituency.

"A board member should at all times endeavor to maintain harmonious relations with the public, with the school executives, with the teachers and with his fellow members," says the official organ of the Ohio State Teachers' Association. "He should be approachable. He should possess straightforward, rugged honesty. He must be fearless in withstanding criticism when the right course has been determined. He should have a fair education obtained either in school or through his own efforts. He must be in accord with certain well established policies of school organization, such as the necessity for supervision of teaching, the training of teaching, a taxing unit large enough to insure equal educational opportunities and centralization and consolidation of schools where there are too few pupils for successful or efficient teaching. He

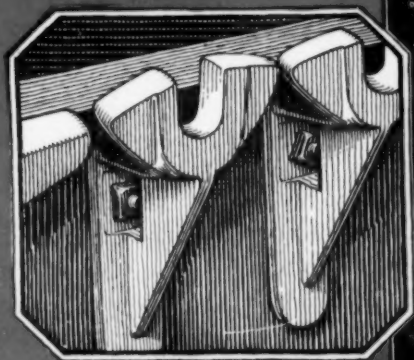
(Concluded on Page 106)



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Detail of Heggie-Simplex  
Individual Grate Brackets



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**I**N every Heggie-Simplex Boiler, both grates and grate brackets are of the finest gray iron—and every grate rests upon its own individual brackets.

The Heggie-Simplex Boiler combines in one portable, electric-welded steel unit all the recognized advantages of both firebox and return tubular, double pass boilers. It has four distinctive features of fundamental importance:

1. Extra large firebox and direct heating surface.
2. Secondary combustion chamber to provide ample room for complete combustion before entering flues.
3. "Rear-front-rear" passage for the gases.
4. A single, unimpeded, freely circulating body of water.

Made in both smokeless and direct draft types and in a complete range of sizes for bungalows, residences and all larger installations.

We might more easily have followed the usual practice of using side bearing bars, and profited financially. But the individual grate brackets in the Heggie-Simplex Boiler permit of better adjustment and allow easier, smoother grate action under various conditions of contraction and expansion; simplify grate replacement, and eliminate the expense and inconvenience of warping and breakage of side bars.

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From the day you install your Heggie-Simplex this policy assures you of maximum heating efficiency, fuel economy, durability and convenience—uninterrupted satisfaction.

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Buffalo	Dayton	Houston
Casper	Denver	Indianapolis
Charlotte	Des Moines	Jacksonville
Chattanooga		



Representatives in

Joliet	New York	Schenectady
Kan. City, Mo.	Okla. City	Shreveport
Little Rock	Omaha	Spartanburg
Louisville	Philadelphia	St. Louis
Lubbock	Pittsburgh	Tampa
Memphis	Raleigh	Toledo
Milwaukee	Rochester	Tulsa
Minneapolis	Rockford	Youngstown, O.
Nashville	San Antonio	Waterloo, Ia.
New Orleans		

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Wilson Hygienic Wardrobes with disappearing doors, in St. Paul's school, Providence, R. I. A. J. Murphy, Arch. Note ventilating grilles in doors.

## These Savers of Space and Conservers of Health Will Appeal to Your Good Judgement

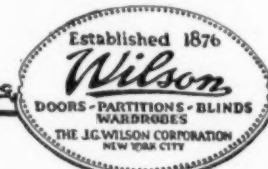
**M**ANY newly built schools have entirely omitted separate cloakrooms and depend solely on Wilson Hygienic Wardrobes.

Others have abandoned their out of sight, poorly ventilated cloakrooms and now use our Hygienic Wardrobes, because of the space saved. All of them appreciate the

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(Concluded from Page 104)

must abide by the vote of the majority of the board if he fails to win others to his way of thinking. He must take his share of responsibility for its actions. He must be regular and prompt in attendance and in performing committee duties or other assignments even more conscientiously than if they were matters of personal business concern."

—A mass meeting held at Omaha condemned the school board of that city for "spending hard-earned money of taxpayers behind closed doors." Such terms as "outrageous" and "un-American" were employed. When the protest came to the school board, President Van Orsdel said: "As long as I have been a member of this board no expenditure has been made in secret meeting or behind closed doors. Our secret meetings have been only when we discussed the teaching personnel or other problems such as the sale of property—things we do not think should be made public. But not once has a resolution been passed or an expenditure ordered in secret meeting." Max I. Walker, member of the school board, addressing the delegation said: "You make statements in mass meetings without knowing what you are talking about. We hold secret meetings, and always shall for certain things. Could we buy property at a reasonable price if we discussed the possibility of it in open meeting? If your boy or girl gets into trouble and must be expelled, would you have us discuss it in open meeting? If you want to help us or get information, the place to do it is here and not in mass meetings."

—Attorney General O. E. Carlstrom of Illinois has rendered an opinion in which he holds that textbooks for inmates of privately owned orphanages must be supplied by the school district in which the orphanage is located, provided no one is financially able to buy the books. The ruling was given in the case of a privately operated orphanage in Carthage, where textbooks for the children had been purchased by the orphanage officials and charged to the Carthage school district.

—The board of education of Topeka, Kans., will make no change in the conduct of the Oakland schools, brought into the city by annexation, until the end of the school year. A. J.

Stout, city superintendent of schools, and G. C. Kempton, superintendent of buildings, will have general supervision, while the actual administration will be in the hands of the present superintendent of the Oakland schools, T. L. Bouse.

—Metuchen, N. J. County Supt. M. L. Lowery has presented a plan to the municipality for an adjustment of the controversy in the school situation.

Mr. Lorey recommends that the taxpayers ask the local school board to effect an arrangement with the county board of taxation, which will enable them to vote on the year's appropriation and to file a belated budget with the tax officials.

It is pointed out that two courses are open to the school officials. They must either arrange for a special election or borrow money and impose a double taxation for the next year. The latter plan not only involves doubling the tax obligation, but it entails an additional loss of money which must be paid in interest charges.

—The South St. Paul, Minn., school district has rejected a proposal to change the status of the school district from special to independent. The action ends a controversy resulting from action taken two months ago, dismissing Supt. D. E. Hickey, who had been head of the school system for fifteen years. The election failed in its purpose to remove the old board, six members being returned to membership.

—Dayton, O. The appointment of a business manager and the reorganization of the business department has been ordered by the school board following a decisive vote upon the matter.

### ABILITY TO DISCIPLINE

The ability to discipline involves two general problems—namely, of self and of pupil. A teacher who is not able to control himself at all times, and under all circumstances, should not be retained in a schoolroom. He should be able to decide quickly and act promptly. He should have a dignified, firm manner. He should have control of his temper and be able to keep cool in emergencies. The management of pupils may be considered under a number of very definite points which can be measured on the basis of concrete evidences.—Eva T. Mason, Louisville, Kentucky.

—The school board of Janesville, Wis., has reduced the towel fee for the high school physical education department from 75 cents to fifty cents. The fee covers the actual cost of the towels and the laundry expense. It has brought out that the fee system is superior to the plan of having the pupils bring their own towels.

—Charles Vollmer, of Platteville, Colo., who lost his suit in the district court of Weld County to prevent the reading of the King James version in the schools, has carried his case to the Supreme Court. Vollmer maintains that the school board had violated the state laws in having the King James version read and asks a writ of mandamus to stop the reading in the schools.

—The Superior Court of the Seattle, Wash., school district has been asked to decide whether a pair of scissors is a dangerous weapon to be placed in a child's hand. Suit was brought against the school district by Mr. and Mrs. Emil Olson to collect damages of \$11,000 for injuries to their 10-year-old son. A pupil raising his hand in response to a question from the teacher, struck the boy with a pair of scissors he was holding, inflicting serious and permanent injuries.

The claim for damages was presented to the school board but was rejected. It asks \$321 for hospital and medical expenses, \$1,000 for pain and suffering, \$7,500 for disfigurement, and \$3,000 for loss of earning power.

—The school board of Syracuse, N. Y., has considered the use of cheaper fuels for school buildings. It is planned to convert the heating plants in about forty schools to permit the use of the small sizes of anthracite, instead of egg and stove sizes as now used. It is estimated the city spends about \$120,000 a year for the heating of the school buildings and this amount may be cut in half by the conversion of some of the plants.

—The school board of Fall River, Mass., has adopted a recommendation of the finance committee providing for the employment of an efficiency expert to reorganize the purchasing department and to establish it on a sound business basis. The action followed an investigation into certain bills for supplies and equipment which had come before the board.



# *The Economical Way of Heating and Ventilating School Houses*

**T**HE Heatovent system of ventilation provides the utmost economy when the factors of first cost, maintenance cost and operation cost are considered in relation to efficiency of results.

Simple units with no duct system mean low first cost.

Indestructible copper coils, and louvres, bronze bearings for moving parts, simple adjustments, ready accessibility for cleaning and highest grade furniture steel cabinet insure the minimum maintenance cost.

Operation of units only in rooms used, full thermal efficiency, provision for recirculation of air for quick warming of room before occupancy, reduce operating costs to the lowest practicable point.



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J. E. Curley, Heating Contractor, Sea Cliff, L. I., N. Y.

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REGISTERED TRADE MARK

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3115 N. Central Ave., Indianapolis, Ind.  
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250 Columbia St., Detroit, Mich.  
1400 Broadway, New York, N. Y.

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BEVERLY HIGH SCHOOL, BEVERLY, MASS.

## The Pride of New England

Decided to enter its wonderful new building with the perfect locker installation. The choice was between the continual expense and bother of lost and misplaced keys—with insecurity, and—**DUDLEY KEYLESS LOCKS**, with sure protection. Time proved the wisdom of their choice.

Insist on Dudley Keyless Locks for your lockers—they practically pay for themselves the first year they are used.

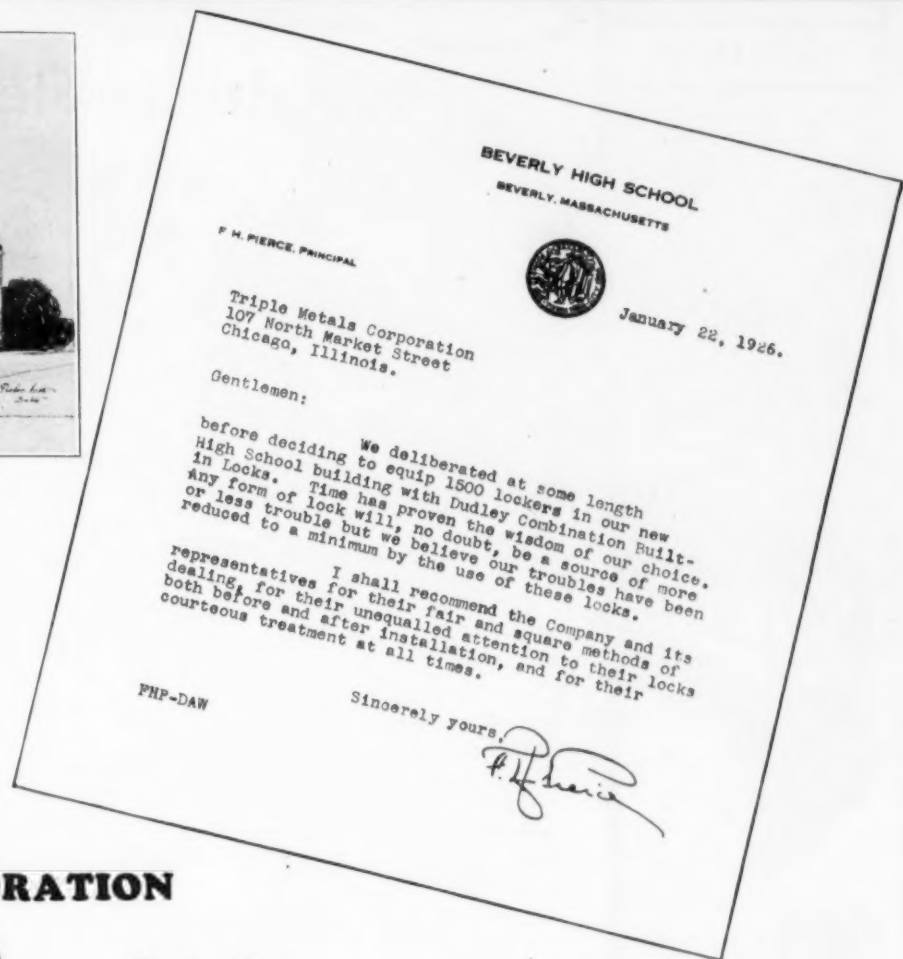
Send today for sample Dudley Lock for free inspection. We welcome inquiry and can help you solve your locker problem.

### TRIPLE METALS CORPORATION

107  
N. Market St.—



Dept. 16—  
Chicago, Ill.



(Continued from Page 108)

A pile of these notes is convincing evidence of the worth of a maintenance department. Nothing is left to chance by this method and it is simple. In other words, it gets the job to the man and the man to the job, with efficiency and economy.

Form C is known as the B-order, the "B" standing for building. This order is used for all other kinds of work not covered by the "note": that is, alterations, new work, and major repair jobs. A major repair job is arbitrarily one involving an expenditure in excess of \$50. The average note is directed to one department only, although when more than one is involved enough copies are made to supply each foreman with the necessary information. The "B-orders" are considered of sufficient importance that a separate job card is made for each so that labor and material costs are given separately for each job. A white copy remains in the office and is filed in book form. A yellow copy goes to the foreman; i. e., if more than one sub-department has work on the job, a yellow copy goes to the foreman of each department. This is very important, so that every department involved knows of the job at the same time.

If the system of orders depends upon passing the order from man to man confusion is certain to arise. For example, the average new partition may involve carpentry, plastering, painting, and may be some electrical work and the installation of a thermostat or heating inlet. The carpenter may be the first man and then, after the others get through (except the painter), he may have some trim to put on. It is easy to see that the carpenter foreman should have all the necessary knowledge of the job from start to finish, especially the job number. When an order is delivered to the shop, the men have an opportunity to find who starts

and then, when one man has finished with his part, it is only necessary for him to inform the next foreman that "job number so-and-so" is ready for him, without having to take time to tell where it is, etc. Five fundamental facts should be placed on each order when written:

(1) The date; (2) the departments involved; (3) THE JOB NUMBER; (4) what school, room, etc. (location); (5) what is wanted done.

In addition, for office use chiefly, there is the fund that it is to be paid from, by whom authorized, the estimate, the final cost, and date of completion. Note that under date completed there are five lines. The clerks enter opposite the number representing the departments as they respectively complete their part, as reported on their time cards. If the order has been written to say departments 1-3-5, perhaps "5" will report completion first and then "3" and then "1." By looking at the top of the order to see what departments are involved the clerk knows when they have all reported, and when the job is completed and may be "billed," that is totaled. After a job is once reported complete, the superintendent of buildings inspects it and authorizes its billing.

In the sample order Sub-department No. 1 gets a copy because in this room there is a concrete floor and the seats are to be fastened to wooden strips. These strips must be stained and varnished so department No. 2 gets a copy for his bit. Sub-department No. 3 gets a copy for the base plug. Sub-department No. 5 gets a copy in order to load the seats out of storage, assemble, and deliver them. The carpenters will screw them to the strips as they will ordinarily do a better job of alignments, etc.

The date on the order is a matter of record and reference. The job number gives a clue to the date and year. After the "standing account" numbers have been assigned, which ex-

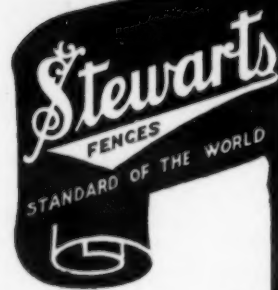
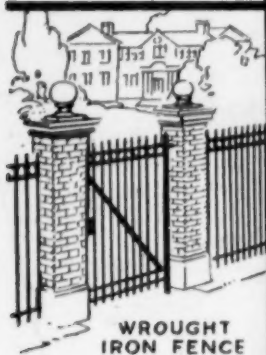
tend to 6040 for this particular year, ten numbers are skipped to allow for additional account numbers which may be wanted during the year, and then the B-order numbers are started and continued consecutively until the end of the fiscal year.

The next point in the order is the naming of the school in capital letters. Then the description of the job. This sample order tells how many desks are wanted, of what size and what room they go in. The base plug is located and the line load given. In general, orders are understood to be according to the directions of the superintendent of buildings, but occasionally a consideration is not easily described; rather than lose the time by having it first explained in detail to the superintendent of buildings and then to the workmen, with chances for errors, it is better to allow the directions to be given direct by the principal or teacher. This has been satisfactory so long as the authorization appears in the order because the principals understand an effort is made to satisfy.

However, school instructions do not apply to methods, merely to **RESULTS WANTED**. This is a very important point. It is permissible, in fact desirable, to extend this authority when it is productive of economy and satisfactory service without sacrifice of morale or control. It is easy to see that serious results might ensue if the authority extended too far. In the example given, the room was say a little small for 40 desks which made it necessary to extend them each side of the teacher's desk. This was the part that was according to "directions of Principal." If a job is to be done according to drawings, it is well to designate the drawing by some tangible description, to prevent error and to allow for future reference. The authority in the sample was from the "B. C." or building committee of the school board.

(To be Continued)

## SCHOOL



## PLAYGROUND

## An Admirable Choice



was made by Dartmouth College for their Athletic Field enclosure.

For dignity and beauty Wrought Iron Fence commands instant preference. And as a protective barrier it yields nothing to the more commonplace types of fence enclosure. For Schools and Institutions we recommend Wrought Iron Fence as being most in keeping with the character and purpose of the grounds it is to enclose.

Stewart-Afco Wrought Iron Fences offer the choice of a diversity of de-

signs which will enable you to select a type most appropriate for your purposes. The years of experience and nation-wide reputation of "The World's Greatest Builders of Iron Fence" guarantees the quality of our product. And the large volume of school work which we handle places us in an admirable position to give you expert assistance in solving your problems.

*May we have our representative call to discuss fence matters with you—or shall we send our Catalog? Please mention whether you are interested in Wrought Iron or Chain Link Wire Fence.*

The Stewart Iron Works Company  
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Agents and Representatives in all Principal Cities

## FENCES



## ENCLOSURES



## THE ALL-YEAR SCHOOLS IN NEWARK, N. J.

The Newark all-year schools have been approved by the independent study recently completed.

The board of education of Newark, in June, 1925, passed an order providing for a study of the evidence relating to the success or failure of the all-year schools. The board had previously passed a motion to abandon the all-year schools in September of that year.

Under the plan of investigation which the board approved, the cooperation of a number of specialists was obtained, who came to Newark and assisted in securing accurate, unbiased data relating to the questions involved in the all-year school controversy.

The first problem related to an expert examination of the data submitted, on the one side, by the administrative office in Newark and, on the other side, by the principals of the all-year schools, the conclusions from which were almost without exception diametrically opposed. To assist in determining the accuracy of these conflicting groups of data and conclusions based thereupon, the cooperation of Prof. W. Carson Ryan, Jr., of Swarthmore College, was obtained.

In the study conducted by Prof. M. V. O'Shea and Prof. Wilson Farrand, the problem was approached from two entirely different angles, and the two investigations were conducted on essentially different lines. One was an analytical study of the data submitted by the superintendent and by the principals of the schools concerned, while the other consisted of a series

of scientific tests and measurements comparing pupils of the all-year schools with those of traditional schools in respect to ability and achievement. These investigations were conducted independently, without consultation or collaboration, and it is significant that both studies lead to the same conclusions and supplement each other in a striking way.

Basing their judgment on a close, critical study of the reports, aided by their own personal observation and investigation, the investigating committee reached a clear and definite conclusion regarding the value of the all-year schools. It was found that while they do not do what was originally claimed for them, that is, carry any considerable number of their pupils through eight grades in six years, they do advance their pupils more rapidly and give them greater educational attainment than pupils of similar ability, heredity, and social background in the traditional schools. It takes the average pupil in all-year schools nearly eight years to complete the elementary grades, and it takes pupils of corresponding capacity in a traditional school a distinctly longer time. While all-year graduates do not make as good a showing in high school as traditional graduates, the reason is not less efficient work in the schools but the innate capacity of the pupils themselves and the fact that the all-year schools are holding and carrying through a class of pupils who in the regular schools would be likely either to drop out or to be seriously retarded. In these schools, in the face of great difficulties, the teachers are doing extremely valuable work and are rendering great service to children of foreign parentage and unfavorable home conditions, and these children will suffer educationally if the schools are abolished. It was found that the additional cost is not excessive considering the service rendered.

In view of all the evidence, it was recommended that the all-year schools be continued and that they be given every facility to make their work even more efficient and effective than in the past. It was recommended that a careful study be made of their possibilities, with a view of adapting the curriculum more closely

to the needs of the pupils, and that an effort be made to reduce the administrative difficulties previously encountered in the work of these schools.

## SCHOOL ADMINISTRATION

—In support of the all-year school, Principal William Wiener of the Central high school of Newark, N. J., in a public address delivered at Lowell, Mass., demonstrated that it meant a saving in cost. He said that the per capita cost in 1925 to put a Newark student through the traditional high school was \$1,492. The corresponding cost in the all year high school was \$1,114, a saving of \$378. "The true purpose of the all year school is to afford to the ambitious the merited goal of completed school work at the earliest reasonable and possible moment," said Mr. Wiener. "This is obtained under ideal conditions by the all year plan with an economy of time for individuals and with an economy of cost for communities."

—Principal A. Cort of one of the New York City schools, favors granting the superintendent authority commensurate with his responsibility. He holds that Superintendent William J. O'Shea should have the authority to select the associate superintendents. He says: "Some defenders of the present system express fear of 'one-man power' in this regard. It seems, however, certain that no superintendent of schools would neglect to seek and generally to follow the advice of his assistants in exercising this important function of an executive. Teachers are now protected by by-law against arbitrary transfer. The great advantages of giving the superintendent of schools final authority in appointments would be that responsibility would be definitely fixed."

—"No longer does a school superintendent sit at his desk and clip out fanciful theories others have advocated in order to make a course of study," said R. W. Fairchild, superintendent of the Elgin, Ill., schools in a public address recently. "Today courses are made from actual working conditions and through the help and suggestions of those in immediate touch with pupils, the classroom teachers. It is impossible to form committees of teachers to work on school

(Continued on Page 114)





## THE **FUN FUL** LINE PLAYGROUND EQUIPMENT

FUN-FUL Playground Equipment is the result of experience, a quarter of a century devoted exclusively to the development and manufacture of children's outdoor health building goods by this Company. The best you can buy, this we guarantee.

We offer the most comprehensive line to select from, nothing but approved and guaranteed apparatus.

Sold by the leading school supply houses throughout the United States, Canada and Mexico.

*Largest manufacturers of Playground Equipment*

Awarded Gold Medal Brazilian Centennial Exposition, 1923

# HILL-STANDARD CO.

ANDERSON    *Established 1900*    INDIANA, U. S. A.



## MITCHELL "BETTERBILT" LINE OF PLAYGROUND APPARATUS

SEND FOR OUR BEAUTIFUL COLORED CATALOGUE NO. 11 WHICH FULLY DESCRIBES THE MERRY WHIRL, SWING BOB, SWING A ROUND, KIDDIE WHIRL AND MANY OTHER PLAYGROUND DEVICES.

*Prepare Your Playground Now.*

### MITCHELL MANUFACTURING COMPANY

1801 Forest Home Ave.

Milwaukee, Wis.

(Continued from Page 112)

time and furnish substitutes for their work, due to the great expense. It is likewise inadvisable to ask teachers to come together after a day's work and spend hours at such work with fatigued minds. Hence some one person must formulate materials to be tried and adjusted to actual conditions and the one person to do this would naturally be a person, who by various training and experience, as well as daily contact with the various classrooms could produce suggestions for the teacher to work upon."

—Mr. V. E. Dickson, of Berkeley, Calif., who was in attendance at the Department of Superintendence meeting at Washington, described the work being done in the California schools with the radio. The instruction is not given in the form of a lecture, but is planned to offer directions and to form an active part in the long-distance lessons, just as in ordinary classwork. The several schools are equipped with wires leading from a central receiving radio set to a loud speaker in each classroom, and the radio lessons are broadcast several times each week.

Mr. Dickson predicted that radio will not supplant regular classroom teaching but that it will be extensively used in the schools. The lessons are presented by the best teachers because of the difficulty of getting instruction across by the voice alone.

It is found that the teachers benefit by listening to the lessons prepared by these experts, as they have an opportunity to observe their own pupils at work in a manner not possible when they are themselves teaching.

It is brought out that adults of the city have become interested in the school lessons because of the radically different manner of doing things since they attended school.

—The school boards of East and West Saginaw, Mich., have been consolidated, with Mr. Harold Steele as acting superintendent, and Mr. W. W. Warner, associate superintendent.

—Omaha, Nebr. The sale of candy in the schools has been discontinued by order of the school board. The action followed a report that 2,200 students at one school spent \$2,700 for candy since January first.

—In welcoming the three new members, Slattery, Dunkle, and Norton, of the schoolhouse

commission of Boston, the Transcript of that city asks that the program for new buildings be carried out. The Transcript says: "What is needed is steady, energetic work to bring rapid progress and good order into the construction of schools for Boston. There should be the broadest and most open advertising for competitive bids. There should be a sharp termination not only of all idle irresponsibility in the offices of the schoolhouse commission, but also of all favoritism to individual contractors. Let the new schoolhouse commissioners accomplish these things, let them build schools for Boston promptly and with economy, and then it will be high time, in the hour of such real and substantial achievement, to shower upon them the compliments of a grateful public."

—Ethel E. Redfield, state superintendent of Idaho, in a recent statement said: "Striking inequalities of educational opportunities in various parts of Idaho, inequalities which can perhaps be remedied only by the levying of a state-wide tax for general educational purposes, are being carefully studied with a view of offering definite recommendations to the state board of education at an early date. I am thinking now of a certain county in which two rural school districts lie side by side. One of them includes such a substantial proportion of that particular county's taxable property that, with minimum levies, it is able to provide splendidly adequate educational facilities for its children, but the boundaries of the adjoining district have been so drawn that, even by levying the absolute maximum permitted by law, it can only pay the most meager salaries to its teachers and cannot keep its school in operation for the minimum length of school term set by the law."

—The pupils of the Kane, Pa., school district have been redistributed to eliminate two-grade rooms, and to reduce the enrollment of all rooms to less than forty. The work was carried out under the direction of Supt. R. S. Dewey.

—Supt. C. F. Dienst of Boise, Ida., has asked that parents of children attending the schools make a rigid inspection of the report cards and tabulate the marks so that they may be compared from month to month. Supt. Dienst says it is conducive to scholarship to have the parents of children keep a close check on marks from

month to month and to ascertain the reasons for increases or decreases in marks in the various subjects. He believes it is a good thing for the children to be reprimanded when they fall down, and to be commended when they have made good marks.

—With a staff of 151 educational experts in its state department of education, New York leads the states. Pennsylvania, Massachusetts, New Jersey, and Connecticut come next, with professional staffs of 65, 39, 19, and 17, respectively. From 1915 to 1925 the number of professional staff officers in the country increased 179 per cent.

—Educators of the state of Kentucky believe the governor will veto the Jones bill, providing for the election of the county superintendent by popular ballot. More than 25 educational leaders, representing every section of the state, were present at the conference with the governor, to present their reasons for opposing the bill. The petition held that the election of the county superintendent by popular vote is wrong in principle and that the new type of professional leadership cannot be obtained in this way. The present law, it was held, has not been in operation long enough to demonstrate its advantages.

—The teachers' council of New York City has asked the board of education to eliminate all drives for the collection of funds from pupils and teachers of the schools. Some of the members are in favor of permitting a few for charitable purposes as a means of character training. Others believe that all drives should be eliminated and that no discrimination should be shown.

—Commissioner of Education Ethel Redfield, of Idaho, has completed a study of the inequalities in educational opportunity within the state, with a view of levying a state-wide tax for educational purposes.

Miss Redfield, in a statement to the press, points out that if the state is primarily responsible for the education of all children within its borders, there can be no defense of a system that provides abundant funds for one pupil, but seriously neglects his neighbor who lives in an adjoining, poverty-stricken district.

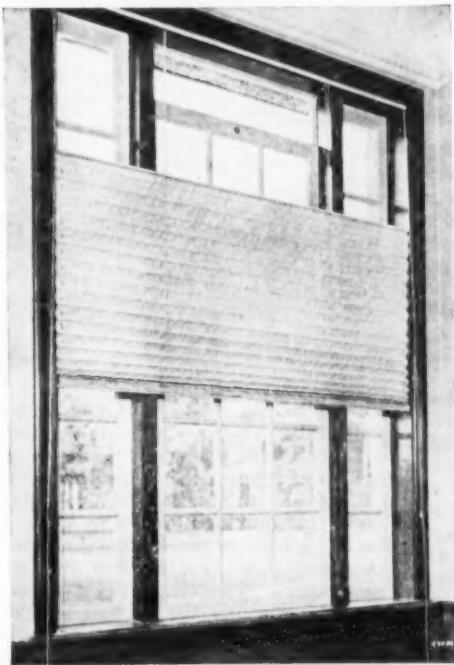
(Concluded on Page 116)



# Prevent Eye Strain among school children by installing

## *Athey Perennial* Window Shades

**A**UTHORITIES agree that the glare from windows, **improperly shaded**, is one of the chief causes of the eye strain and the consequent defective eyesight so often found in school children. In order to eliminate this glare, most authorities recommend that the windows extend to about 6 inches from the ceiling, and from 3 or 4 feet from the floor, so that the light will always come from the upper part of the windows, and be shaded with a translucent shade, which softens the glare, and which can be operated from either the top or the bottom.



### **Athey Features:**

Shade just the part of the window that requires it, without shutting out all the light and air.

Provide automatic ventilation.

No rattle or fluttering, even when wind blows hard.

No springs, rollers, latches or catches to slip, stick or break.

Truly decorative.

Long life considered, the most economical shades you can buy.

**Athey Perennial Window Shades** meet all of these requirements. The translucent cloth of which they are made diffuses a soft light. And they can be raised from the bottom, or lowered from the top (folding like an accordion) so they can be quickly adjusted to shut out the sun's direct rays without shutting out all the light and air.

### **Provide automatic ventilation**

By raising the shades to the top, and lowering to about 10" from the window stool, and lowering the upper sash about 10"—an air chamber is created between the glass and the shades.

The direct sun's rays will super heat this air, which must then pass up and out above the sash, drawing the old air from the room and automatically ventilating the room.

### **Most economical shades obtainable**

There is nothing about Athey Shades to get out of order—no latches, catches, rollers or springs to slip, stick or break. The strained wires on which they operate prevent them from rattling and tearing, even in a high wind.

And the cloth of which they are made is practically indestructible.

The many hundreds of schools which are Athey equipped prove that in the long run they are the **most economical shades** that can be had.

## *Athey Company*

6053 West 65th Street . Chicago, Illinois

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*Athey Products*



Perennial Window Shades Disappearing Partitions  
Skylight Shades Cloth-Lined Metal Weatherstrips



## The Scientifically Correct Shading for Schools

### Center Installation of Luxor Window Shades

**N**OTE in the illustrations above the unusual flexibility of adjustment made possible by "Center Installation."

Perfect control of light and ventilation is possible at all hours of the day. By drawing down the *Luxor* shades during the sunny hours of the day the glaring sunlight is replaced by a soft, diffused glow that is ideal for close study. As the sunlight changes, either or both shades may be rolled up, as desired, to permit the free entrance of light.

Plenty of fresh air may circulate freely through windows open at both top and bottom without shades being flapped about in the breeze. For simplicity, economy and all round efficiency, "Center Installation" of *Luxor* window shades mounted on *Standard* shade rollers is by far the most practical and sanitary method of shading school room windows that has ever been devised.

It has many advantages over the obsolete adjuster installations—simple to install and operate—will not get out of order—less expensive and less disfiguring because of no unnecessary hardware or cords.

And no other shade cloth will give the years of service that *Luxor* unfilled tinted cambric mounted on *Standard* shade rollers will give.

Every school superintendent or school board member should read our "Treatise on Window Shadings for Schools." Write for your copy. It will be furnished to you free of charge by return mail.



THE WESTERN SHADE CLOTH CO.

Atlanta  
Buffalo

CHICAGO  
St. Louis

Detroit  
Indianapolis

(Concluded from Page 114)

Although there are compulsory education laws in Idaho, these laws are made farcical by the condition of some of the school districts in the more sparsely settled counties. A state-wide tax for general education purposes is the only possible solution of the problem. The amount of the levy is to be determined after a careful and painstaking study of the entire situation.

—Supt. F. M. Longanecker, of Racine, Wis., in a report to the board of education, shows that eighty per cent of the students graduated from the mid-year commencement class of the junior high schools entered the senior high school. This is a large percentage, according to Supt. Longanecker.

—The school board of Edwardsville, Ill., has voted to close the school year a week earlier this spring. Classes will close on June 4th and the commencement season will open on June 7th. The board's action was based on the opinion that warm weather is not conducive to serious effort and that little is accomplished by holding sessions after the middle of June.

—Dr. John S. Hall, a member of the school board of Detroit, Mich., in a recent public statement, attacks the claims for the platoon schools and gives facts to prove that the platoon schools are not as successful as they have been made to appear. He shows that instead of being an economy, the platoon school costs the taxpayers more than would be the case under standard educational methods.

Dr. Hall bases his chief objection to the platoon school not on its lack of economy, but upon its effect on the school child. He argues that its regimented, impersonal grind robs the child of the personal, sympathetic understanding which pupils, especially in the lower grades, imperatively need.

—Current educational methods in the state of Illinois are far from satisfactory, according to a special report of the research committee of the state teachers' association. The report covered two years of study in which school systems in fourteen counties cooperated, and was presented by Prof. H. A. Peterson of the Illinois Normal University. About sixty representative lessons from grade and high schools were used as a

basis for judging the merits of the various educational methods employed.

Results were summarized thus: "Variability in actual teaching skill was very great. The prevailing practice is to teach the textbook as it stands, rather than to find problems in the lives of the pupils in the solution of which the text can be used.

"Teachers who have acquired skill in the problem method are few, but they occur more frequently in city than in country schools. In assuring the class sufficient first hand experience for understanding what is taught, the lessons submitted make a much better showing.

"The greatest lack of all is shown in respect to the training of judgment and the ability to criticize the text and the ideas advanced by the class. Too often, merely understanding the textbook is the goal and the end. More frequent use of the problem type of organization will certainly tend to remedy this weakness in judgment and criticism.

"The interest in the work manifested by a class seems to grow out of the other three factors named above, consequently the improvement of teaching in the latter will result in a

#### TEACHER PARTICIPATION IN ADMINISTRATION

Now, in common terms, it seems to me that the whole thing in administration resolves itself to this: Classroom teachers will not be abolished, and administrative forces will not be abolished, and neither can coerce or force the other group with any success at all. Just as a loving father would call in a child, or as a child would go to a parent with whom proper personal relations had been established and maintained, so it seems to me that superintendents, assistants and deputies, associate superintendents, directors, supervisors, supervising principals, district superintendents, principals, heads of departments, classroom teachers, in all forms of school work must get together and say there has been mutual misunderstanding and violation of trust, and it is high time we were getting on solid professional ground.—John Guy Fowlkes, University of Wisconsin.

corresponding improvement in the degree of interest aroused."

—In compliance with the state code, the board of education of Seattle, Wash., has appointed a textbook commission consisting of Mr. O. B. Thorgrimson, Mr. E. Shorrock, Mr. E. E. Hanselman, and Miss Eleanor Preston.

—Pupils and teachers in the schools of New York City have been enlisted in the gathering of statistics of rush-hour traffic to afford a basis of facts for city officials in working out a plan for staggering rush-hour traffic. The pupils will report to their teachers the number of people in their families who leave home during the day to go to work, the time they leave, and the time they return, and the kind of work engaged in. The teachers have been given the task of compiling the statistics.

—The right of a teacher to inflict corporal punishment upon her charges is being tested at Mason City, Ia. Under the Iowa law, the county superintendent has the power of a judge in such cases and her decision is final. It appears that Miss Lillian Neu, a teacher in the Sugarbeet district, west of Mason City, was charged with whipping youngsters with an automobile innertube, to a degree that bordered on cruelty and general neglect of the school business.

—The question how to make the schools better is answered by the United States bureau of education in the following language: "Is there a board member to be selected? Then go to the voting place and help select the best person for the job. Is a new schoolhouse or repairs for an old one needed? Then do your part to insure that the building is the best the community can afford. Is a teacher to be employed? Do all you can to see that the school board members are encouraged to get the best teacher available. Raise the salary if necessary, but do not be satisfied with a cheap teacher. The board will follow the sentiment of the community in regard to the qualifications and salary of the teacher. Do your part in creating a community sentiment favorable to a good school. The citizens of the community are responsible for the quality of the farmers' school—not just the members of the school board."



# How old-fashioned shade bills *do* keep bobbing up!



PUT an end to those eternal shade replacement costs, that make school boards "throw good money after bad," season after season!

Specify shades of du Pont Tontine. For shades of Tontine eliminate shade replacement costs for years to come. They are made on an entirely new principle—the impregnation of the shade cloth with pyroxylin. As a result, they do not fade, fray, check, or crack—AND they can be restored to their original newness and beauty, even after a season's hard use, by simply washing with soap and water and a brush.

Make a rigid investigation of du Pont Tontine before you order your new shades. Replace for the last time in long years to come!

*Special data and testing samples supplied to school board committeemen.*

WASHABLE  
**DU PONT**  
**TONTINE**  
WINDOW SHADE CLOTH

E. I. DU PONT DE NEMOURS & CO., INC., NEWBURGH, N. Y.

## PERSONAL NEWS OF SUPERINTENDENTS

—Supt. L. K. Hagood, of Beaufort, S. C., has been reelected for another term.

—Mr. Charles D. Lowry, formerly a district superintendent of the Chicago public schools, has been elected as assistant superintendent. Mr. Lowry succeeds the late A. B. Wight.

—Supt. C. F. Garrett, of Fairfield, Ia., has been reelected for his eighth term.

—Supt. B. L. Hassell, of Trenton, Tenn., has been reelected for another term.

—Supt. T. J. Tormey, of Grundy Center, Ia., has been reelected as head of the schools.

—Mr. R. E. Cotanche, of Ravenna, Mich., has been elected superintendent of schools at Lawton.

—Supt. C. L. Poor, of Traverse City, Mich., was recently given a life membership in the National Education Association.

—Mr. E. G. Struckman, of Ryegate, Mont., has been elected as superintendent of the Malta high school.

—Miss Isabel L. Eckles, state superintendent of schools of New Mexico, has accepted a position as superintendent of schools at Santa Fe. Miss Eckles will assume her duties after the completion of her term of office as state superintendent in January, 1927.

—Miss Lela Manville has been reelected as superintendent of schools at Silver City, N. Mex.

—Mr. Irvin T. Finley, of International Falls, Minn., has been elected superintendent of schools at South St. Paul. He succeeds D. E. Hickey.

—Supt. J. C. Tucker of Sour Lake, Tex., has been reelected for another year.

—Mr. P. S. Dyer, of Alden, Minn., has been elected superintendent of schools at Albert Lea.

—Mr. M. E. Casey, of Melrose, Ia., has been elected to a position on the faculty of the Uni-

versity of St. Louis, St. Louis, Mo. Mr. Casey enters upon his new work in September next.

—Supt. A. J. Olsen of Atwater, Minn., has been reelected head of the schools for another year.

—Supt. L. S. Kildahl, of Blooming Prairie, Minn., has been reelected for another year.

—Supt. E. B. Berquist, of Little Falls, Minn., has been reelected for another term.

—Supt. W. C. Cobb, of Brainerd, Minn., has been reelected.

—Supt. Walter R. Siders of Pocatello, Ida., has been reelected for another year.

—Supt. Ph. Soulen of Moscow, Ida., has been elected to serve his sixth year as head of the school system.

—Supt. Hugh O. Davis, of Nacogdoches, Tex., has been reelected as head of the school system.

—Supt. J. H. Morgan, of Cisco, Tex., has been reelected for another year.

—A. E. Fisher of Broken Bow, Nebr., has been elected superintendent of schools at Wymore.

—Supt. P. N. Heck, of Harper, Kans., has been reelected for another year.

—Supt. R. H. Ewing of Blaine, Wash., has been reelected for another year.

—Supt. W. F. Weisend of Burley, Ida., has been reelected for another year.

—Supt. W. C. French of Drumright, Okla., has been reelected for another year.

—Supt. W. G. Brooks of Burlington, Ia., has been reelected for a three-year period.

—Supt. G. L. Wycoff of Galena, Kans., has been reelected for a fourth term.

—I. E. Missman of Hornick, Ia., has been elected superintendent of schools at Newell.

—Supt. B. A. Taylor of Jordan, Mont., has been reelected for another year.

—Supt. D. A. VanBuskirk of Hastings, Mich., has been reelected for another year.

—Supt. C. R. Cobbs of Bessemer, Mich., has been reelected for the ensuing year.

—Supt. Harry P. Smith, of Lawrence, Kans., has been reelected for another year.

—Supt. John Milne of Albuquerque, N. Mex., has been reelected for a period of two years.

—Supt. J. C. Hammer of Newport, Tenn., has been reelected for another year.

—Mr. H. N. Rhodes, of Winside, Nebr., has been elected superintendent of schools at Osmond.

—Supt. C. N. Terry of Nezperce, Ida., has been reelected for the school year.

—Supt. C. M. Mangun, of Shoshone, Ida., has been reelected.

—Supt. Ernest D. Bloom, of Twin Falls, Ida., has been reelected.

—Supt. P. S. Doane of Gooding, Ida., has been reelected for another year.

—Supt. I. R. Morrison, of Orofino, Ida., has been reelected for the ensuing year.

—Supt. H. M. Carter of Weiser, Ida., has been elected vice-president of the Idaho Teachers' Association. E. D. Bloom, of Twin Falls, was elected president, and L. A. Williams, of Caldwell, auditor.

—Mr. Edward O. Chapman, a former state superintendent of New Jersey, died on March 10th, at Tottenville, Staten Island, New York. Mr. Chapman was superintendent of public instruction in New Jersey for twelve years.

—Mr. R. I. Knox has been elected superintendent of schools at Jackson, Ga.

—Supt. T. P. Wood of Springdale, Ark., has been reelected for the next year.

—Mr. J. J. Bohlander, of Moorhead, Minn., has resigned as head of the school system.

—Supt. G. R. White, of Exeter Springs, Kans., has been reelected for another year.

—Mr. Charles Hall, of Sterling, Kans., has been elected superintendent of schools at Marion, Kans.

—Supt. Wm. C. Hobbs, of Bristol, R. I., has been reelected for his eighth consecutive term.

—Supt. Henry H. Edmunds, of Clinton, Ill., has been unanimously reelected for his thirtieth consecutive year.

—Supt. H. R. Wallis, of Blackfoot, Ida., has been reelected for the next year.

—Supt. K. J. Smith of Napavine, Wash., has been reelected for a two-year term.

—Supt. Ira Tweedy of Rupert, Ida., has been reelected for a two-year period.

—Mr. Harlan D. Crowell has resigned as assistant superintendent of schools at Providence, R. I.

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—Supt. H. M. Fowler of Wilburton, Okla., will not be a candidate for reelection this year. Mr. A. W. Parks has been elected in his place.

—Mr. A. E. Voigt, of Aberdeen, S. D., has been elected superintendent of schools at Canova.

—Supt. A. J. Steffey, of Knoxville, Ia., has been reelected for a two-year term.

—Supt. R. J. Finn of Cascade, Ia., has been reelected for another term.

—Mr. F. C. Kirkendall has resigned as superintendent of schools at Marysville, O.

—Resolutions endorsing the work of Mr. L. W. Keeler, who recently resigned as superintendent at Michigan City, Ind., were adopted at a meeting of the city teachers' club. Supt. Keeler had completed 26 years as head of the school system.

—Supt. W. W. Benson of Decatur, Ala., has been reelected for a two-year term.

—Dr. Jeremiah Rhodes of San Antonio, Tex., has been named superintendent of the American schools in Mexico City.

—Supt. J. R. McAnneally of Spencer, Ia., has been reelected for his ninth consecutive term.

—Supt. D. E. Wiedman of Bellingham, Wash., has been reelected for another year.

—Mr. Milo C. Murray has been elected superintendent of schools at Michigan City, Ind., succeeding L. W. Keeler who resigned to take up research work at the University of Michigan. Mr. Murray is a graduate of the Olivet College at Olivet, Michigan, and has been connected with the Michigan City schools since 1905.

—Mr. John W. Rodewald has been elected superintendent of schools at Oconomowoc, Wis., for the coming year. Mr. Rodewald is a graduate of the University of Wisconsin and has filled a number of teaching and supervisory positions in the schools.

—Supt. C. C. Casey of Longmont, Colo., has been reelected for another two-year term.

—Supt. W. L. Russell of Hallettsville, Tex., has been reelected for the next year.

—Supt. W. S. Williams of Russellville, Ark., has been reelected for a three-year term.

—Supt. R. H. Watson of Unionville, Mo., has been reelected for another year.

—Mr. W. J. Stone has been elected superintendent of schools at Nocona, Tex.

—Mr. C. W. McDonald has been reelected as superintendent of schools at Bauxite, Ark.

—Joseph Carter, formerly superintendent of schools at Peru, died at his home in Normal, Ill., in March.

—Mr. F. O. Grounds has been elected superintendent of schools at St. Clair, Mich., succeeding O. M. Misner.

—Supt. F. H. Gilliland of Sibley, Ia., has been reelected at a salary of \$2,900.

—Supt. L. C. Francisco of Lovington, Ill., has been reelected for the coming year.

—Supt. W. A. Conrad of Coopersville, Mich., has been reelected for another year.

—Announcement is made of the impending retirement of Dr. Frank B. Gilbert, deputy state commissioner of education of New York State. Commissioner Gilbert has been in the state service since 1892. He was reappointed to the position in 1910, succeeding Thomas E. Finegan, who became state commissioner.

—Supt. R. P. Reinhard of Browning, Mo., has been reelected, with an increase in salary.

—E. H. Black of Healdton, Okla., has been elected superintendent of schools at Bristow, Okla.

—Supt. R. A. Burgess of Childress, Tex., has been reelected for another year.

—Supt. B. P. Lewis, of Rolla, Mo., recently received a degree of Master of Arts from Columbia University, New York City. Supt. Lewis completed work for his degree last summer. In addition to this degree, he has also received a special diploma for superintendent of schools.

—Supt. J. W. Browning of Rhinelander, Wis., has been reelected, with an increase in salary.

—Supt. Theodore Saam, of Council Bluffs, Ia., has been reelected for a three-year term.

—Supt. E. J. Willman of Owosso, Mich., has been reelected for a three-year term.

—Mr. Charles A. Bowers, of Exeter, Nebr., has been elected superintendent of schools at Ord.

—Supt. S. R. LeMay, of Athens, Tex., has been reelected for a two-year term.

—Supt. W. C. French, of Drumright, Okla., has been reelected for another term.

—Prof. Albert Bushnell Hart, of Harvard University, a widely known authority on American history and the author of a number of textbooks on the subject, has announced his resignation, to take effect at the close of the college year. Prof.

Hart who is retiring on account of his age, will devote his time to writing and editing. He had taught at Harvard since 1883.

—Supt. H. M. Broadbent, of Baker, Ore., has been reelected at an advance of \$300 for the year.

—D. R. Sumstine was elected director of curriculum and education measurement by the Pittsburgh, Pa., board of education at a salary of \$7,000, and D. Z. Eckert was elected as assistant to the department at \$4,500.

—R. W. Cowart resigned as superintendent of the Albany, Alabama, schools to become full time secretary of the Alabama Education Association.

—J. J. Riddle, formerly principal of Atalla, Ala., has been elected superintendent at Tuskegee, at a salary of \$3,600.

—Supt. L. V. Osburn has been reelected as head of the schools at Livingston, Ky., following a successful year's work. During his incumbency of one year the school plant has been added to, new teachers have been employed, and considerable reorganization has been successfully undertaken. Mr. Osburn's reelection involves an increase in salary of 40 per cent.

—Supt. S. H. Berg of Stoughton, Wis., has been reelected for a third term.

—Supt. G. L. Grennawalt, of Norway, Mich., has been reelected for the next year.

—Supt. J. O. Hall of Pawhuska, Okla., has been reelected for a three-year term. Supt. Hall is serving his fourth year at Pawhuska.

—Supt. H. L. Allen of Guthrie, Okla., has been unanimously reelected for the coming year, at an increase in salary.

—Supt. A. W. Honeycutt of Hendersonville, N. C., has been reelected for his eighth consecutive term.

—Supt. Louis K. Hagood has been reelected head of the school system at Beaufort, S. C.

—Mr. Harold C. Simon has resigned as superintendent of the Madisonville consolidated independent school district of Madisonville, Tex., in order to accept a position with the University of Dallas. In a short period of four months, Mr. Simon changed the Madisonville district into a consolidated district.

(Concluded on Page 122)





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(Concluded from Page 120)

—Carleton B. Gibson, for many years superintendent of the Savannah, Georgia, schools, has resigned to accept a position with an insurance company. In explanation of his resignation Mr. Gibson said: "Ordinary opportunities in the educational world even in larger cities and with slightly larger salary have never especially appealed to me because the difference was hardly enough to offset the increased expenses of living and the breaking up of home ties. Besides the city superintendents of large cities more or less affected by political changes are in rather a precarious position. The work is heavy and as perhaps the public does not realize, the responsibilities are great. The invitation to join a large and successful corporation came at a time of life when I felt I should make certain sacrifices of comfort and pleasure and look somewhat more after the financial side of my affairs."

—Assistant Superintendent William A. Boylan of New York City, was given a gold watch, a gift of Mayor Walker, at a luncheon tendered in his honor. The occasion was the fifth anniversary in his present post. Over 1,000 guests were present.

—Supt. R. A. Gerber of Lodge Grass, Mont., has been reelected for another year.

—Supt. A. A. Slade of Casper, Wyo., has been reelected for a three-year term.

—Supt. D. A. Stephenson of Nampa, Ida., has been reelected for another year.

Mr. Luther Shaffer has resigned as superintendent of schools at Samantha, O.

—Mr. M. A. Bye has been elected superintendent of schools at Thief River Falls, Minn., succeeding Mr. I. T. Silley.

—Supt. E. E. Fell of Holland, Mich., has been reelected for his fifteenth consecutive term.

—Supt. C. C. Casey of Longmont, Colo., has been reelected for another two-year period.

—Supt. C. C. Buerkens of Farragut, Ia., has been reelected for another year.

—Supt. N. J. Hibbs of New Sharon, Ia., has been reelected for his fourth term.

—Supt. C. F. Garrett of Fairfield, Ia., has been reelected for another year.

—Mr. Henry Hamm of Nevinville, Ia., has been elected superintendent of schools at Fontanelle.

—Mr. M. R. Lefler of Perth Amboy, N. J., has been elected superintendent of schools at Westport, Conn., to succeed Arthur W. Ruff, who goes to Amityville, L. I.

—Mr. Augustine L. Rafter has been reelected to the position of assistant superintendent of schools at Boston, Mass.

—Supt. L. D. Mitchell of Haskell, Okla., has accepted a contract for a sixth year of service.

—Supt. W. Max Chambers of Perry, Okla., has been reelected for a three-year term, beginning with July first.

—Mr. H. E. Wrinkle of Comanche, Okla., has been elected superintendent of schools at Healdton. He succeeds Supt. Black, who goes to Bristow.

—Supt. Marvin J. Schmitt of Crown Point, Ind., has been reelected for a three-year term, with an increase in salary.

—Supt. Paul M. Vincent of Stevens Point, Wis., has been reelected for a fourth term, with an increase in salary.

—Supt. H. G. Badger, of Milan, Ind., has been reelected at an increase in salary.

—Supt. Arnold Gloor of Crookston, Minn., has been reelected with an increase in salary.

—Supt. T. J. Sachse, of the Town of Winchester, Winsted, Conn., has been reelected with an increase in salary. Supt. Sachse has been reelected for the third time since September, 1923.

—Walter Emmett Morgan, who served for three years as principal of the Washington high school at Berkeley, has been named assistant state superintendent of schools for California. He is a graduate of the University of California.

—Superintendent Paul R. Spencer of Superior, Wis., will be a visiting instructor at the University of Chicago this summer. He will give two courses on administration and supervision of schools.

—J. W. Snyder, principal of the Daviess County, Ky., high school, has been elected superintendent of the county. He will begin his new duties July 1, succeeding John L. Graham whose term expires on that date.

—Frank J. Arnold has been named district superintendent of schools of Brooklyn, N. Y., to succeed Cornelius D. Fleming. Mr. Arnold was principal of public school No. 118. He is a graduate of St. Lawrence University.

—Miss Fay Reed of Pueblo was elected president of the Colorado Education Association; H. B. Smith, Denver, secretary, and Miss Mary E. Morris, Denver, treasurer.

—Eli C. Foster, principal of the Bartlesville schools, has been elected president of the Oklahoma Education Association.

—Supt. M. L. Cotton, of Altus, Okla., has been reelected for a two-year term.

—Supt. N. F. Greenhill, of Albany, Ala., has been reelected for a three-year term.

—Supt. T. A. Clower, of Hawkinsville, Ga., has been reelected for another term.

—Supt. J. C. Wilkerson, of Rockdale, Tex., has been reelected for another year.

—Supt. S. R. LeMay of Athens, Tex., has been reelected for another two-year term.

—Matoaka, W. Va. The board of education of Rock District, Mercer County, W. Va., has reelected Supt. George N. Young of Matoaka, and Supt. L. L. Coil of Bramwell. Mr. J. S. Bobbitt has been reelected as principal of the consolidated high school and grades at Spanishburg, Mr. W. E. Gamble as principal of the junior high school and grades at McComas, and Mr. Mark S. Grimm as principal of the junior high school and grades at Montcalm.

—Supt. Everett Howton of Princeton, Ky., has been reelected for another year. Supt. Howton is serving his fourth consecutive term in Princeton.

—Supt. G. E. Dille of Chillicothe, Mo., has been reelected for another year.

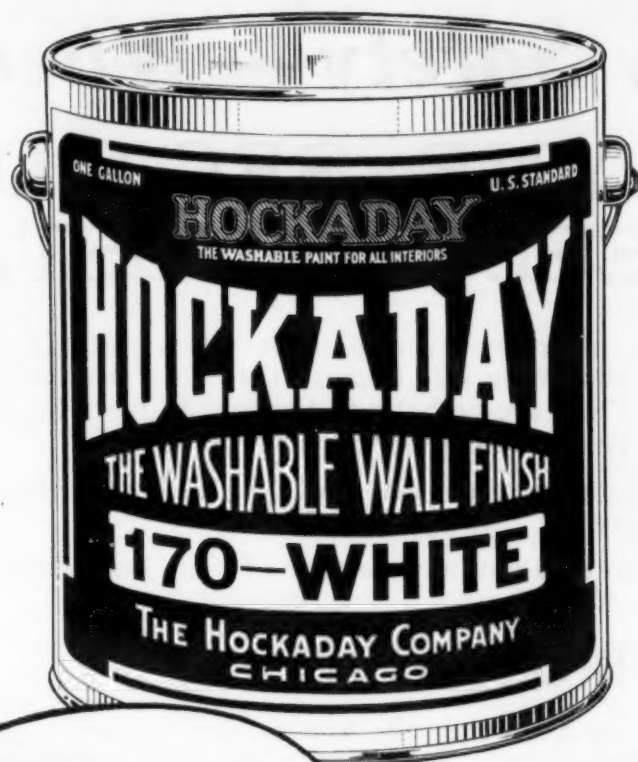
—Supt. J. P. Street of Magnolia, Ia., has been reelected for a new three-year term, with a substantial increase in salary.

—Supt. E. S. Moore of Dunlap, Ia., has been given a three-year contract, with a slight increase in salary.

—Supt. C. D. Vance of Woodbine, Ia., has been reelected for a fourth term.

—Mr. Allen R. Nieman of Magnolia, Ia., has gone to Earlham as head of the school system.





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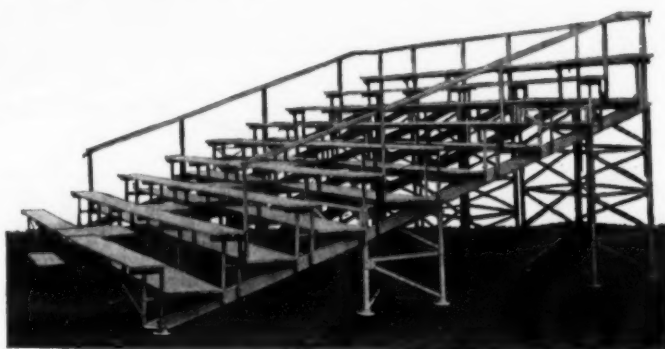
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## PERSONAL NEWS OF SCHOOL OFFICIALS

—Mr. Samuel Ach, a member of the Cincinnati school board for thirteen years, was given a testimonial dinner on March 11th, in appreciation of his services to the public schools. The hosts were the administrative officials of the school system, the board of education and the union board of high schools. Short talks were made by President William Shroder of the board, Mr. John Hollister of the union board of high schools, Dr. John M. Withrow, former member, and by Miss Annie Laws, also a former member. Mr. Ach was presented with a pair of candlesticks made of cherry wood from the laboratory table of Horace Mann in Antioch College, and wrought into form by the industrial arts boys of Withrow high school.

—Mr. N. A. Valby, superintendent of buildings and grounds of the board of education at Superior, Wis., has announced his resignation.

—The school board of Boston, Mass., adopted a memorial resolution on the death of Mr. James J. Storrow, who was for six years a member of the school board and for three years served as chairman of that body.

—Dr. P. W. Skladzien was elected president of the board of education at Bayonne, N. J., and Mrs. William M. Wauters was chosen vice-president.

—Mr. W. F. Power has been reelected president of the board of education at Guthrie, Okla., for a third term.

—Mr. E. M. Whiting of Whiting, Ia., recently completed forty years of consecutive service as a member of the board of education. Mr. Whiting began his work as secretary of the school board of Westfork township in 1886. In 1916

the Whiting consolidated district was formed and Mr. Whiting became a director on the new board. For the last ten years he had been active in bringing the school system up to the standard in the matter of buildings and administration. During the last year he filled the office of president.

—Mr. Harry Malcolm Devoe, deputy superintendent of school buildings in charge of the Manhattan Borough of New York City, was tendered a testimonial dinner at the Hotel Astor by his associates and friends, in celebration of the completion of his fortieth year of service in the education department.

Mr. Devoe rose through the various ranks of the bureau, being in turn draughtsman, designing architect, general inspector, acting superintendent of buildings, supervisor of custodians, and deputy superintendent of buildings in Brooklyn and Manhattan Boroughs.

—New appointees of the mayor to the board of education of Baltimore, Maryland, are William L. Rawls and Clarence K. Bowie. The appointments are for six years to fill vacancies created by the expiration of terms of the former members.

—Boston, Mass. The title of Alexander M. Sullivan, business agent, has been changed to that of business manager.

—Mr. D. M. Pinkerton and Mr. William Volker have retired as members of the board of education at Kansas City, Mo.

—Mr. W. L. O'Dell has been elected president of the board of education at Cudahy, Wis., succeeding Mr. Wm. F. Rasche. Mr. Rasche is at present taking a graduate course at the University of Chicago.

—Supt. E. E. Coe of Mondamin, Ia., has been reelected for another year.

—Supt. Theodore Saam of Council Bluffs, Ia., has been reelected at a salary of \$6,750.

—Mr. F. G. Stith has been elected superintendent of schools at Harlan, Ia.

—Supt. J. M. Irland of Tabor, Ia., has been given a new three-year contract.

Miss R. E. Gregg, former Virginia teacher and former State Supervisor of Teacher-Train-

ing, is now on the editorial staff of Chas. E. Merrill Publishing Company, New York.

—E. D. Bloom of Twin Falls, Ida., was elected president of the Idaho Teachers' Association, to succeed C. F. Dienst.

### School Board vs. Superintendent

At Terre Haute, Indiana, the school board has crossed swords with Superintendent J. O. Engleman as to his prerogatives. The board has changed the rules where the initiative of the superintendent is changed from "shall" to "may."

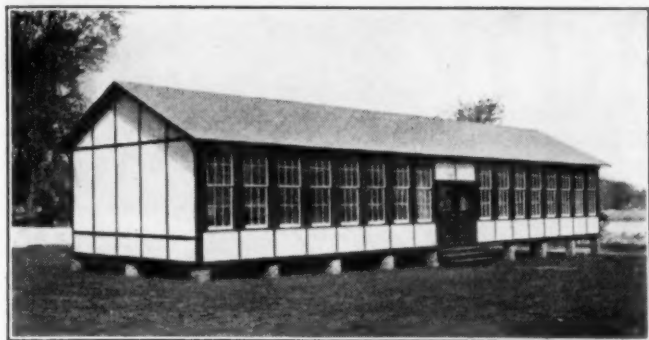
Mrs. Ascher, a member who was opposed to the change, issued the following statement: "It is now universally admitted by all investigators of public school administration in the United States that it is the chief duty of a good school board to employ a high class educator and school administrator and turn the management of the school system with all that pertains thereto into his charge. The notion that the business side of the school is separate from the educational is wholly erroneous and misleading. The business department and the superintendent of buildings and grounds exist for only one purpose and that is to promote the educational interests of the children of the city. These departments must carry out the program of the superintendent if the system is to work efficiently. To divide authority here is to strike a fatal blow at the efficiency of the whole school system."

"Every dollar of the people's money raised by taxation for school purposes should be spent to carry out the program of the educational expert, if the people are to get the worth of their money. Whenever the school board assumes the authority that belongs to the superintendent, wasting the people's money by getting in the way of the program of the administrator and handicapping the whole school system, the efficiency of the school system is further reduced by division of authority. Should a janitor and principal disagree, the janitor would be responsible to the board and the principal to the superintendent; this condition would make efficient school administration absolutely impossible."



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### TEACHERS AS AN ECONOMIC FORCE

The editor of the Herald, Galt, California, recently discussed the American teacher as an economic asset, as follows:

"A prominent American banker recently made the statement that school teachers do more to keep money in circulation than any other group of people. He pointed out that they, as a group, are an economic as well as a social and educational asset to the nation.

### THE USE OF TESTS IN IMPROVING INSTRUCTION

—The administrative department of the Seattle, Wash., schools has adopted a policy limiting itself to such educational tests as may be followed up in the classrooms. The department has issued a special bulletin entitled, "Remedial Teaching of the Fundamentals in Grades 2A-B and 3A-B," which serves to indicate the practical use of these tests in improving the instruction.

For the purpose of assisting the teaching staff in discovering possible weaknesses of pupils in fundamental attainments, the Pressey attainment scales were used. The results of these tests showed that the median scores for certain fundamentals were slightly lower than those of corresponding grades in the previous year. The teachers gave remedial attention during the first semester to the items indicated and the same tests were again given in January, 1926.

In an experience covering three different years it has brought out the fact that the Pressey standard scores are too low for Seattle school children, who have reached levels of attainment a half year in advance of the standard. It was, therefore, decided to make comparison with

previous Seattle scores rather than with Pressey standards.

During the past semester, the efforts of teachers and principals have been directed to the specific weaknesses revealed by the September tests. It is shown that the level of achievement in all the fundamentals is now practically equal, and is in some cases, superior to that for January, 1925. The second grade totals for January, 1926, are higher than those of the previous year, while the 3B totals lack .4 of one per cent and the 3A totals 1.9 per cent of the January, 1925, records. Deficiencies in September of this year in these same grades were respectively 4.8 per cent and 4.4 per cent as compared with September, 1924.

The amount of improvement during the semester in those fundamentals of last September were found to score below those of 1924, and were found to be greater in nearly every case than that made in the same items during 1924-1925. Greater improvement was made in fundamentals showing September deficiencies in comparison with the previous year than those which did not show deficiencies.

It was suggested that further remedial attention be given during the present semester to the did not equal those of the previous year. Pupils arithmetical operations and to certain other fundamentals in which the January, 1926, scores included in the testing program were assigned to new teachers for the following semester, the individual attainments of such pupils being transferred with copies of the report, to the new teachers.

### TEACHERS AND ADMINISTRATION

—The Citizens Committee of New York City is concerning itself in the measure now before the state legislature providing for an increased teacher salary schedule. It urges that the vast majority of the 30,000 teachers in the New York City schools are today receiving a salary less in purchasing power than that of 1900. With the purchasing power of a dollar in 1900 as a basis for comparison, the group which gained most by past salary advances is receiving only 98 per cent of what they got in 1900 and the lowest 36 per cent.

—New York, N. Y. The board of examiners has devised a table of combinations of post-graduate study and teaching experience to be used in determining eligibility for license as assistant teacher in the high schools. Under the plan, everything from 160 days of secondary teaching experience with no postgraduate study, to 300 hours of study with no teaching experience is pro-rated.

The table of combinations offers a definite scale of values necessary to the operation of a rule previously adopted to govern the study and experience requirements for high school assistant teachers.

—At the annual conference of the Southern Illinois Division of the State Teachers' Association, the members will discuss the proposed plan for association insurance covering the lives of each of the members. Under the proposed plan, all members of the Association will be protected for an amount to be set, from \$500 to \$5,000, and one of the advantages will be a provision including retired members. The premiums are minimum because of the large number of persons involved, and for the same reason, no medical examination is required.

—New London, Conn. The teacher turnover for the coming year will be very small. Only one change has been made in the high school staff, and four in the grades. All but five teachers have been reelected for another year.

—Minneapolis, Minn. The board of education has adopted no rule governing the employment of married teachers, but in all cases allows the superintendent absolute discretion. The board has, however, passed a rule, making it possible to dismiss probationary teachers whose work is unsatisfactory, on thirty days' notice.

—East Hartford, Conn. The school board has adopted revised rules governing the employment of married women teachers. The rules read as follows:

"Married teachers shall not be employed for regular teaching positions in the high school, nor for more than 25 per cent of the regular teaching positions in the elementary schools. They shall not be employed as principals, nor as supervisors.

"Should single teachers marry while under contract they may, with express permission of

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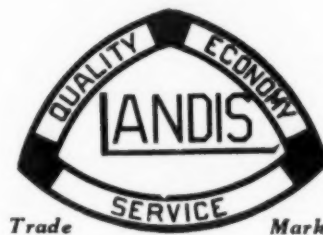
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the committee, be allowed to continue in service until the end of the semester in which the marriage occurs, provided thirty days notice of such intention be given to the superintendent or some member of the committee on teachers, otherwise the contract, as provided, shall become void at the time of marriage.

"Any single teacher marrying while under contract, shall after the termination of her contract, be ineligible for reappointment to a regular teaching position, from the time of termination of her contract, to the end of the scholastic year in which said marriage has occurred, and for the further period of one year thereafter.

"At the expiration of the period of ineligibility, said married teacher may become eligible for application for reappointment, provided the married quota is not complete at the time. Said married teacher may then be considered with equal eligibility rank along with other applicants available at the time, but for such positions only for which she may be considered competent.

—The teachers' federation at Decatur, Ill., has proposed the establishment of a teachers' clubhouse.

—Memphis, Tenn. The school board has upheld a ruling that a teacher who marries automatically loses her position. A request had been made for vacation pay for Mrs. Doris Harrison Burkett, who had married in April, but who taught until the end of the term, but it was refused.

—The school board of Cleveland, O., must determine whether or not credit will be given to teachers for travel. Whether the travel credited will have to be supervised, whether it will be domestic or foreign, and whether a time limit should be set, are all matters that must be determined by the administrative department.

—New Jersey's 22,000 school teachers have won a victory with the agreement of the joint conference committee of the legislature to amend the appropriation bill and to add \$900,000 to the amount to be granted to the teachers' pension fund. As approved, the bill will appropriate \$2,318,000 for the fund instead of the \$1,418,000 originally provided for.

—New Britain, Conn. The school board has revised its teacher bonus rule governing teachers

who pursue professional courses. Under the first rule, a teacher who completed three professional courses of not less than six weeks each in any professional school of recognized standing, was given \$75, payable upon the completion of the spring term of the following school year.

The amendment provides that the extra salary may not be granted, in whole or in part, to any teacher who has not completed a full year of service in the schools after the completion of the course upon which the application for extra salary is based.

—Supt. D. J. Kelly of Binghamton, N. Y., has ordered that a local survey be made of the cost of living for school teachers. The survey has been begun at the request of the state education department which seeks to devise a basic figure upon which to compute a living wage for teachers, and to establish a plan for obtaining the actual living costs in the various localities of the state.

The questionnaire relating to the cost of groceries and food supplies, contained 84 items on which prices were furnished, while 139 other questions were answered as to cost of articles generally used by teachers, making a total of 223 questions submitted to local merchants and manufacturers.

—Fond du Lac, Wis. Under a new rule of the school board, inexperienced teachers may be employed for work in the city schools. In the past, students graduated from the normal schools, colleges, and universities, were unable to obtain teaching positions in the local schools until they had acquired experience elsewhere.

Under the rules, not more than eight inexperienced teachers may be employed in any one year, not over four may be employed for the grades, and not over two in the senior or junior high schools. Such teachers may be employed only upon the recommendation of the institution from which they were graduated. They must be teachers of exceptional ability, receiving the highest classification of their respective schools, and they must in all cases be ranked among the best ten per cent of the class with which they graduate.

—Kalamazoo, Mich. The school board has adopted a rule which provides that, beginning with the coming school year, the contract of a

woman teacher in the schools will be automatically annulled if she marries before the contract is terminated.

—Nashua, N. H. The teachers' club has asked the board to approve ten days' sick leave and three days where a death occurs in the immediate family of a teacher.

—Crookston, Minn. Of 52 teachers on the teaching staff, all but six have accepted contracts for another year. Increases in salary aggregating \$700 annually were given to reappointed teachers.

—A total of 337 teachers and supervisors of New York City have filed application for sabbatical leave at the beginning of the next term September 1.

—There is talk in Chicago of reducing teachers' salaries next September 1, to enable the board of education to balance the school budget. The Chicago Tribune in comment on the subject says: "We cannot believe that the proposal to reduce salaries is being entertained seriously. It would demoralize the teaching force. Chicago wants good teachers in its public schools and it cannot get them by paying them even less than they are now getting. The salaries of teachers should be the last, not the first item to be considered in the attempt to balance the budget."

—The teachers of Brooklyn, N. Y., propose to erect a clubhouse. According to the tentative plan it is proposed to raise a building fund of \$450,000. In order to accomplish this it will be necessary for the 9,000 members of the association each to subscribe \$50 at the rate of \$1 a week. It is proposed to erect a ten-story building, costing \$200,000 and on a corner lot 50x100, estimated to cost \$100,000. This will leave a reserve fund for maintenance of \$150,000.

—The measure before the legislature providing for higher salaries for the teachers of New York City is being opposed by Mayor Walker. He is not averse to the idea of higher salaries but opposes mandatory legislation to that effect. The position of the mayor and the board of estimates is to deal fairly and squarely not only with the salary demands of the teachers but with those appeals for increases of the thousands of other employees whose faithful devotion to public service merits recognition.



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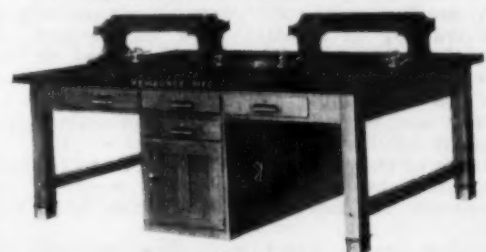
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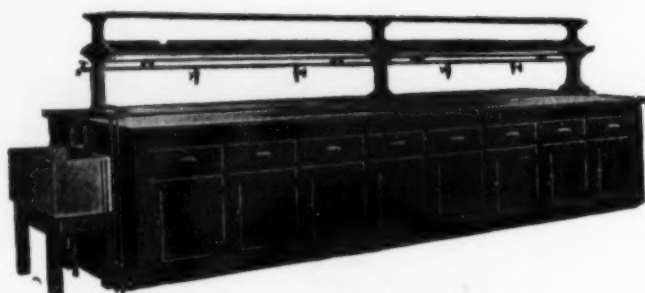


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## TEACHERS' SALARIES

### THE LEWISTOWN SINGLE SALARY SCHEDULE

The school board of Lewistown, Pa., has adopted a single salary schedule for teachers, which fixes salaries for two groups of instructors, namely, beginning and advanced groups. Each of these groups is divided into four classes, namely, teachers with two years of normal or college training in addition to a high school course; those with three years of normal or college training; those with four years of normal or college training and college provisional certificate, and those with five years of college training, in addition to a master's degree. The advantages of the plan are that it stabilizes the system, diminishes the turnover of the teachers, and improves the morale. The schedule is as follows:

**Beginning Group**—Teachers in class one will begin with a salary of \$1,000, and will advance at the rate of \$100 until a maximum of \$1,400 is reached in the fifth year; those in the second class will begin at a minimum of \$1,100, and will advance at the rate of \$100 until a maximum of \$1,500 is reached; those in the third class will begin at a minimum of \$1,200, and will advance at the rate of \$100 until a maximum of \$1,600 is reached; those in the fourth class will begin at a minimum of \$1,500, and will advance at the rate of \$100 until a maximum of \$1,900 is reached.

**Advanced Group**—Teachers in class one will begin at a salary of \$1,500 in the sixth year, and will advance at the rate of \$100 until a maximum of \$1,900 is reached in the tenth year; those in the second group will begin at a salary of \$1,600 in the sixth year, and will advance at the rate of \$100 until a maximum of \$2,000 is reached in the tenth year; those in the third group will begin at a salary of \$1,700 in the sixth year, and will advance at the rate of \$100 until a maximum of \$2,100 is reached in the tenth year; those in the fourth group will begin at a salary of \$2,000, and will advance at the

rate of \$100 until a maximum of \$2,400 is reached in the tenth year.

Principals will begin at a salary of \$1,100, and will advance at the rate of \$200 up to a maximum of \$1,500 for elementary principals, and \$2,000 for junior high school and senior high school principals.

Supervisors will begin at a salary of \$1,200, and will advance at the rate of \$200 up to a maximum of \$1,600 for the fourth year, \$1,800 for P. G. one year, and \$2,000 for P. G. two years.

### THE FORT WAYNE SALARY SCHEDULE

—Fort Wayne, Ind. The school board has adopted a new system of payment for instruction in grade and high schools. The schedule takes into account, training, experience, and teaching efficiency. The completed schedule, as adopted, is as follows:

#### Elementary Teachers' Schedule

Minimum basis for employment:

1. Two years of training in approved normal school or college, with the first-class provisional license.

2. At least two years of teaching experience, except for such candidates as have received their elementary and high school education in Fort Wayne public schools.

A. Minimum salary \$1,000 per year for teachers without experience, beginning service Sept. 1, 1926. Maximum salary \$1,900 per year with a normal annual increment of \$100 for each year of successful experience until the maximum is reached.

B. For two years of training with the A. B. or B. S. degree, minimum \$1,400 per year for teachers without experience beginning September 1, 1926. Maximum \$2,300 per year with a normal annual increment of \$100 per year until maximum is reached.

Experience in city school systems outside of Fort Wayne will be counted in full up to and including six years. The maximum salary to be paid any class A elementary teacher for her first year in Fort Wayne will be \$1,600; class B, \$2,000. The first three years of teaching in Fort Wayne will be probationary. Teachers failing to attain a satisfactory standard of excellence will be subject to dismissal at the end of any one of these years, or in the discretion of the superintendent to a further trial of one year at no

salary increase. Training beyond that of the minimum basis of two years will be subject to the approval of the superintendent so far as it affects the salary schedule.

#### High School Teachers' Schedule

Minimum basis—Four years of training in an approved normal school or college, with the possession of the A. B. or B. S. degree, a first class high school license and not less than two years of teaching experience in first class high schools.

A. Minimum salary, \$1,600; maximum, \$2,600, with an annual increment of \$100 until the maximum is reached.

B. For five years of training (A. M. degree) with the additional year's work subject to the approval of the superintendent; three years of successful experience in first class high schools and possession of a first class license; minimum \$2,000; maximum, \$2,800, with an annual increment of \$100 until the maximum is reached.

Experience in first class high schools outside of Fort Wayne will be credited in full up to and including six years. The maximum salary to be paid any class "A" high school teacher for his first year in Fort Wayne will be \$2,200; for class "B" high school, \$2,400. The first three years of teaching in Fort Wayne high schools will be probationary. Teachers failing to attain a proper standard of excellence may be discharged at the end of any one of three years or given a further trial of one year at no increase of salary.

#### Department Heads

Heads of departments in the high school will receive an additional compensation of \$200 per year, provided that no department head will be designated, if fewer than four teachers are employed in any given subject.

#### Elementary School Principals

Minimum basis—Four years of training (A. B. or B. S. or B. Ed. degree) not less than three years of previous experience as teacher or principal, possession of a first class principal's license.

A. Minimum, \$2,100. Maximum for first class schools, \$3,000; for second class schools, \$2,800; for third class schools, \$2,600.

First class schools shall be those:

(1) Which maintain all grades from kindergarten to eighth and enroll at least 700 pupils.

(Concluded on Page 132)



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(Concluded from Page 130)

(2) Second class schools will be those which maintain all grades, and enroll fewer than 700 pupils or which enroll not fewer than 600 pupils even if seventh and eighth grades are not maintained.

(3) Third class schools, those which enroll fewer than 600 pupils.

B. For an additional year of training subject to the approval of the superintendent, a principal will receive \$100 per year in addition to his regularly scheduled salary.

Principals are to be in their offices one week after school closes, and one week before school begins, in order to insure the proper closing and opening of the year's work, unless excused by the superintendent.

Compensation for extra work, outside the regular routine of teacher and principal, is to be at a rate agreed upon by the teacher and the superintendent.

#### Full-Time Supervisors and Special Teachers

Minimum basis—Four years of training, with not less than five years of experience as teacher, principal or supervisor.

Minimum salary, \$2,100; maximum, \$2,800, with an annual increment of \$100 until maximum is reached.

Salaries of assistant superintendent, director of primary education, director of tests and measurements, and the high school principals are not subject to schedule, but will be determined individually by the board.

The annual increment of \$100 is the minimum increment automatically granted for successful teachers. The board reserves the right to reward unusual service by the grant of a greater increment at the end of any year.

Teachers will be entitled to ten days' sick leave in any one year, for personal illness, with a deduction of the supply teacher's wages from the teacher's wages and to three days' leave of absence with full pay by reason of death in the immediate family. The superintendent may in his discretion require a physician's certificate from teachers claiming sick leave payments.

Teachers absent on leave for purposes of study will receive the annual increment of \$100 upon the succeeding year's contract provided that their college work has been successful, meets the

approval of the superintendent, and is in line with their regular grade of work. This regulation also applies to summer school study, extension courses, or any other training so far as it affects the teachers' salary.

#### TEACHERS' SALARIES

—Little Rock, Ark. A graduated salary schedule, providing increases of \$45 annually for six years, has been adopted by the board of education. The schedule becomes effective with the beginning of the next term, and provides for a minimum wage of \$1,125 for senior high school teachers, \$900 for junior high school teachers, and \$810 for grade teachers.

—Owosso, Mich. The school board has adopted a new maximum schedule of salaries, which increases the level at which an instructor may eventually arrive through efficiency and continued service. The maximum rates attainable by instructors are now \$1,500 and \$2,300.

A new feature of the contract to be offered teachers this year is a clause that the board of education reserves the right to revoke a contract in case the teacher marries during the life of the contract.

—Providence, R. I. The school board has adopted a schedule of salaries for clerks and helpers which dates from February, 1926. The salaries are the maximum for the classes and years of service, and the assignments and determination of salaries, as also credit for services in the school system, are to be determined by the secretary and the purchasing agent in their respective departments, and by the superintendent in other instances:

Class A, \$2,500; Class B, \$2,000; Class C, \$1,800; Class D, \$1,600; Class E—first year, \$800, second year, \$900, third year, \$1,000, fourth year, \$1,100, fifth year, \$1,200, and sixth year, \$1,300; Class F—first year, \$600, second year, \$700, third year, \$800, fourth year, \$900, fifth year, \$1,000, sixth year, \$1,100.

—Bonuses of \$50 were given to teachers in Coldwater, Mich., who though possessing minimum scholastic requirements, attended summer school last year.

—The officials of the New York City school system have approved a plan of the citizens' committee, which seeks to submit an inquiry to

the 30,000 teachers in the city schools in connection with an investigation of teachers' salaries. A preliminary survey by Dr. J. R. McGaughey, of Teachers' College, has indicated that a majority of the teachers receive salaries of less purchasing power than they received in 1900.

—Philip, S. D. A minimum salary of \$1,300 and a maximum of \$1,450 for high school teachers, and a minimum of \$1,035 and a maximum of \$1,215 for grade teachers have been adopted by the board of education. The schedule provides for annual increases of \$50 for both grade and high school teachers.

—Hartford, Conn. The high school committee has voted to extend the new salary schedule, providing increased pay for men and women teachers, placing them on the same basis, over a three-year period. The new schedule will become effective in September next.

—Muskegon, Mich. The school board has adopted a recommendation providing that grade teachers holding life certificates will be given increases of \$50 a year up to a maximum of \$1,700; teachers in the high and manual training schools with degrees will be raised \$100 a year up to a maximum of \$2,200. Ten elementary teachers now below the schedule will be given increases of \$100.

—Somerville, Mass. The school board has approved a report of its committee on finance providing for increases in the salaries of the teachers.

Beginning with January, 1926, the minimum of the salary schedule will be \$1,100 for two years' professional training, \$1,200 for three years' training, and \$1,300 for four years' training. No teacher is eligible for the minimum salary who has not had at least one year of experience as a teacher, or as a cadet in the schools.

All teachers will receive an increase of \$100 from January, 1926, with the exception of supervising principals of elementary schools now receiving \$3,100. Teachers who have received the maximum salaries of their classes, except high school teachers, will receive an added \$100 in September, 1926, and the maximum salaries of all teachers in the elementary and junior high schools will thus be raised \$100 in January and September, 1926.



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#### CHICAGO CORRESPONDENCE

To what extent is the schoolmaster justified in meddling in politics? During the N. E. A. Meeting at Washington, Strayer and Judd appeared before a Congressional committee urging passage of the federal education bill. The Illinois State Teachers' Association adopts a legislative program and maintains a lobby at Springfield when the General Assembly is in session. Furthermore, the secretary of the I. S. T. A., compiles a record of the votes on school bills of each Illinois senator and representative, and he broadcasts it to the 30,000 Illinois teachers through the pages of the "Illinois Teacher". The legislators are ranked superior, fair, and poor—the marks being based upon voting record and general attitude toward the school bills included in the legislative program of the I. S. T. A.

The Chicago teachers and principals have recently sent written endorsements to those legislators who are running for office and whose records on progressive school legislation warrant support. In Illinois the primary election is frequently equivalent to election in the General Assembly. The primary election was held April 13th. Desperate factional fights were in progress during the primary campaign. The Chicago Teachers' Federation has been urging the 12,000 teachers in the system to vote according to marked sample ballots. There is a sample ballot for Republicans and a sample ballot for Democrats. Party factional lines have been completely ignored in the marking; candidates have been endorsed individually on merit showing, irrespective of faction.

The Chicago Principals' Club has undertaken to remedy a sore situation of long standing in respect to the county treasurer's office. Prior to the April 13 primary election a letter was addressed to each of the four factional candidates for the county treasurership in which each was asked to state his position regarding turning over tax collections promptly to the board of education. In each instance the candidate pledged himself unequivocally to turn over tax monies as promptly as collected. The candidates' pledges were printed in the newspapers. If these pre-election pledges can be made to stand, it should mean an extra half million dollars a year for the school board regardless of

the election outcome. The following paragraph explains the significance of this matter.

According to the latest data available (1922 data, from the auditor of the board of education) the tax monies collected by the county treasurer were turned over to the city comptroller of Chicago for school and corporate purposes as follows:

Month	1922
February	\$ 500,000
March	5,000,000
April	6,031,853
May	14,001,371
June	13,000,000
July	6,000,000
August	8,000,000
September	8,293,222
October	4,000,000
November	6,000,000
December	6,000,000
Total	\$76,826,446
Month	1923
January	\$ 2,000,000
February	2,000,000
March	3,000,000
April	874,695
Total	\$ 7,874,695
Grand Total	\$84,701,141

Tax bills are due and payable on April first, and a penalty of one per cent a month is added to bills which are not paid by May first. Thus it seems unquestioned that the huge bulk of tax monies are collected prior to May first. Yet, in 1922, the county treasurer had not turned over to the city comptroller for school and corporate purposes, many millions of dollars long after May first. In fact, the table shows that \$7,874,695 were not turned over until the first four months of 1923. Of these \$7,874,695 withheld beyond 1922, \$7,567,779, or 96 per cent of the total, were school board monies.

Who reaps the benefit of the delay in turning over funds? One of the present candidates says it is the "political-bankers". The funds are held on deposit in the banks; they earn only two and one-half to three per cent interest on the daily balances. This interest money formerly went to the general county fund. The Chicago principals and teachers lobbied at Springfield during the 54th General Assembly, and finally secured an amendment to the law so that interest earnings on withheld moneys shall at

least go to the school board, the body whose tax collections were responsible for the earnings. Downstate counties are not included under the provisions of the statute, so the downstate schools lose this interest. It is of no insignificant amount in Chicago. The law did not go into effect until July, 1925—two months after the bulk of the 1925 taxes had been paid, yet, between July and November, the Cook county treasurer had turned over \$107,786.41 interest earnings on School Board money in his custody. It would take a principal of \$10,347,300 withheld for five months to earn \$107,786.41 at two and one-half per cent interest rate.

The school people in Chicago have secured half a loaf. So long as school funds are held back, the schools will get the interest moneys they earn. The trouble with this, and the reason it is called but half a loaf, is that while the school board is getting the two and one-half per cent interest earned by its money being withheld, at the same time it is having to borrow many, many millions on anticipation warrants drawing five per cent interest, to get money to run the schools—a net loss of two and one-half per cent on the amount withheld. The following tabulation shows the amount of interest payments on temporary loans made by the Chicago school board in recent years:

Year	Interest Paid on Temporary Loans
1922	\$741,000
1923	963,000
1924	925,000
1925	921,000

Almost enough is paid out in interest equivalent to the cost of two new elementary school buildings each year.

With all four candidates for the county treasurership pledged to an immediate turning over of funds, the situation looks hopeful.

Dr. William B. Owen, President of Chicago Normal College and ex-president of the N. E. A., and the I. S. T. A., has been dangerously ill and confined to the Presbyterian Hospital since about March 15th. A clot in the coronary artery has necessitated complete isolation and a "rest cure". It is hoped that he may leave the hospital by May 1.

Two illustrations from the Mid-Year Prospectus of the Chicago Public School for February 1, 1926, show that Superintendent McAndrew



## "PLUMBING NOXCO FIXTURES"

The Name to look for on Plumbing Fixtures

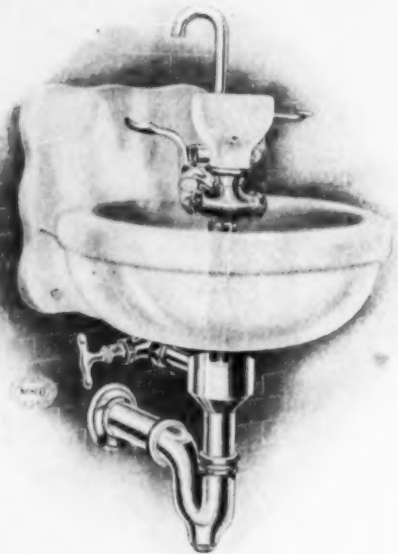


Plate 4375N

Vitreous china drinking fountain has combination lever handle, self-closing faucet, concealed pressure regulator, vitreous china bubbler and goose neck spout for filling glass or pitcher. All metal parts heavily nickel plated.

## For Sanitation

Sanitation is one of the predominating factors in the selection and purchase of plumbing fixtures.

NOXCO Plumbing Fixtures are not only scientifically designed to insure absolute sanitation, but are also durably constructed of selected materials, and combine mechanical perfection with beauty in appearance. Their installation is a positive assurance of absolute satisfaction and years of efficient and uninterrupted service.

NOXCO Plumbing Fixtures have been used in schools for over 45 years.

### N. O. NELSON MFG. CO.

Pioneer Manufacturers of Plumbing Fixtures for Schools

MAIN OFFICE: ST. LOUIS, MISSOURI

FACTORIES:

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Memphis, Tenn.

Little Rock, Ark.

Davenport, Iowa

Houston, Tex.

Los Angeles, Calif.

Salt Lake City, Utah

Dallas, Tex.

PIONEER MANUFACTURERS OF PLUMBING FIXTURES FOR SCHOOLS

does not fear to mince words in dealing with a situation needing attention. In his address to division superintendents he says the following:

"It is a common observation of those who know different school systems that your task here is more difficult than is common. Your system has been characterized as having a powerful centrifugal trend, of showing a strong tendency to protest against supervision of developing an explosive reaction under criticism, of protesting too much. Any diagnosis of poor teaching here has for the past thirty years expected an indignant denial. A community fed with crime, stories, excitement, and exaggeration is assumed to prefer highly spiced accounts of its schools and school people rather than a plain study of needs and proposals of remedies. The situation produces so continuous a craving for quiet and harmony that not a few cautious advisors prefer you to let mediocrity rest rather than to put your divisions into excellent working order.

"For this reason the system needs not so much the old-fashioned sort of theorizing and discussion as it wants steady scrutiny and recording of results by placing the responsibility squarely upon the principals of the individual schools for their successes and failures.

"Chicago, according to the testimony of those who have known it long, has one of the most well rehearsed anvil choruses of any school system in the world. Small in numbers though it be, it has tired out the patience even of experienced newspaper editors. It attempts to inject a minor dirge into what is naturally the merriest and most interesting of callings. It is unfortunate that the ever-ready letter writer of this sort advertises to the public that our men and women are protesters, complainers and whiners, when a trip through the schools shows the prevailing note to be that of cheerful desire to serve the public. These unhappy ones alienate the citizens on whom the schools must depend for the adjustment of funds essential for carrying on. No other organization would risk retaining such debilitating elements when so many more willing applicants are seeking admission. Give them warning and if they continue their deleterious injection of grief and woe into a service whose success depends on good-natured cooperation, bring them before the board to determine their value."

Eleven of Chicago's 24 high schools will remain open all summer. This is three more than last year. At the present rate of growth it will be only a short time until Chicago secondary education is a year-round proposition.

A five-story building costing \$500,000 is being erected to house the Chicago Latin School, a private school along the "Gold Coast" known as Chicago's Eton.

Although high school fraternities are outside the law in Illinois, the fact that they have existed surreptitiously has been more or less known for a long time. Recently, however, there has been so serious a flare-up at Hyde Park high school in Chicago, that the principal has seized the opportunity to attempt to uproot them. He has suspended several boys and is holding up the mid-year class elections in order to make a thorough investigation. The trouble came to a head when a fist fight occurred between the senior class president, reputed to be a fraternity man, and the captain of the football team, a non-fraternity man.

John Thoney, football captain, charged that the fraternities seek to control class elections, appointments to editorial board of the annual, and that they have practically ruined the athletic prospects of Hyde Park high.

The principal has said, according to the newspapers, that the chief ones who become fraternity or sorority members are those whose parents may be classified as "social climbers." He laments that the influence of the fraternities is antagonistic to school discipline.

In the meantime, the senior class president, worsted in the physical encounter, has also resigned the class presidency and turned in a written resignation to his fraternity.

#### SCHOOL BOARD NEWS

—The Dayton, Ohio, board of education has under consideration the employment of a business manager. Arch Mandel, director of the Dayton research bureau has made a recommendation to that effect. "Dayton is large enough for such a movement," Mr. Mandel says, "and it should not be neglected when it means greater efficiency in all branches of school administration. School management is just like any other enterprise and requires constant supervision and expert administration."

—The report of the school committee of Winthrop, Mass., notes the old time "No School Signals" as follows: "If there is to be no school for all schools in Winthrop, Box 22 on the fire alarm will be rung at 7:30 a. m.; and in addition, the street lights will be turned on at the same time (7:30 a. m.) for three minutes. If there is to be no school for the first six grades only, Box 22 will be rung at 8:15 a. m. and the street lights will be turned on for three minutes. For one session in the grades the signal will be given at 11:15 a. m. by the fire alarm bells only." The committee consists of Chairman Albert R. Stedfast, Secretary Horace A. Magee, Charles A. Williams and Superintendent Frank A. Douglas.

—The school committee report of New Bedford, Mass., says that the population of that city is 120,000, the value of school property \$6,500,000 and the total enrollment is 23,493. The rate of taxation is \$26. The amount expended for school purposes in 1925, not including new buildings, was \$1,719,500. The members of the board of education are Dr. James J. McKenna, Claude C. Smith, Fred W. Steele, Charles F. Archambault, Mrs. Hazel C. Burton and Rufus A. Soule, Jr. Fred W. Steele is the chairman and Allen P. Keith superintendent.

—The action of Judge S. S. Miller, in the Superior Court of Indianapolis, in sustaining a demurrer by the Indianapolis school board, to a suit in which Archie Greathouse, colored, who sought to prevent the erection of a high school for colored pupils only, has been affirmed by the Supreme court of the state. After the Superior court had sustained the demurrer, the plaintiffs appealed the case to the appellate court, and that court transferred the case to the Supreme court.

—Under a decision of the school board of Waterville, Me., the four-term school year will be observed next year. The school year will begin September 7th, the first Tuesday after Labor Day, and the fall term will end on December 17th. On January 3rd the schools will reopen for the winter term, which will end on February 18th. The third term will be from February 28th to April 22nd, and the last term from May 2nd to June 10th.





## You, too, can lower your washroom maintenance costs!

### National Paper Products for your building

#### "No-Waste" Toilet Paper

The tissue that is soft, strong and absorbent. 800-sheet packages. 125 packages to fibre carton. Nickel, green or white cabinets leased.

#### "Public Service" Towels

Regular and Junior sizes. 150-towel packages. 25 packages to carton. Sheet metal cabinets in white or olive green.

#### "Toiltex"—in Rolls

1000 counted sheets in a sanitary wrapped package for the home. Same quality as "No-Waste" and made from clean spruce wood only.

**A**VERAGE savings of from 20% to 30%! This is the record of thousands of building superintendents and purchasing agents who have installed Public Service Towels and "No-Waste" Toilet Tissue in their buildings or offices.

The tremendous production of the National mills (largest of their kind in the world) makes possible a low manufacturing cost and proportionately lower price to the user. And every last sheet of National paper products is made from clean spruce wood in a plant that is a model of sanitation.

"National" economy is sensible, *safe* economy—a credit to you and protection to your principals. Literature and name of nearest jobber on request. Address: National Paper Products Co., 67 Furnace Street, Carthage, N. Y. Representatives in all principal cities.



## The Woodrow Wilson High School . . .

New Rochelle, New York



Another striking edifice planned by the well-known school architects, Guilbert & Betelle, is the Woodrow Wilson High School. Because of the fact that Halsey Taylor Drinking Fountains so exactly meet the necessary high standards of sanitation, these architects, as in many other instances, chose these modern sanitary drinking devices. Everywhere, more and more every day, school authorities and designers specify Halsey Taylor Drinking Fountains to assure maximum health-protection for the children.

The Halsey W. Taylor Co., Warren, Ohio

Automatic  
Stream Control

**HALSEY TAYLOR**  
DRINKING FOUNTAINS

Two-Stream  
Projector

THIS is No. 605 Halsey Taylor wall-type fixture with vitreous china bowl with integral trap housing and concealed hanger. AUTOMATIC STREAM CONTROL AND SIDE-STREAM PROJECTOR.



### What is Automatic Stream Control?

This is the cardinal feature of all Taylor fountains sold for maximum sanitation. It is simply a device that automatically keeps the stream at uniform height regardless of pressure. The stream is never too high, never too low—and *always in the bowl*, not on the floor.

### FRESNO ADOPTS BUDGET FOR NEW SCHOOL CONSTRUCTION

—Fresno, Calif. The school board has prepared a tentative budget of school bond money for elementary and secondary schools. The budget provides for the following:

Elementary schools—To be expended for new furniture and renewing of furniture, approximately \$7,000; for the remodeling of old buildings, approximately \$32,000; for new construction, a new wing to the Heaton school to cost \$57,000, an addition to the Rowell school to cost \$30,000, and a new building for the Winchell school to cost \$120,000.

For projects scheduled for 1927-1928 and 1928-1929 it is planned to expend \$200,000 each year. The total bond issue for elementary purposes will reach \$700,000.

The 1926-1927 program for secondary schools—To be expended for the Edison Technical School classroom units a total of \$200,000; for a new addition to the Fresno Technical School, \$50,000, and an addition to the Longfellow Junior High school to cost \$10,000.

For the 1927-1928 program, a gymnasium will be erected for the Edison school at a cost of \$50,000, and the first units of the Roosevelt High School at a cost of \$250,000 for the building and \$50,000 for furniture.

The building projects for 1928-1929 will include the Alexander Hamilton Junior High School, and gymnasiums for the Longfellow and Washington Junior High schools and the Fresno High school.

### SCHOOLHOUSE DEDICATIONS

—Thomas W. McGrath, president of the board of education, presided at the dedication of the new \$500,000 school building at Lowville, N. Y. An address was delivered by President Harold B. Johnson of the Watertown board of education. Principal A. L. Davis also spoke. The board consists of Thomas W. McGrath, Milton Carter, Frank Bowman, Peter McGovern, Mary Z. Curtis, and A. Karl Arthur.

—The Fort Morgan high school at Fort Morgan, Colo., was dedicated, with appropriate exercises, on February 11th. Principal R. R. Brourink presided at the morning exercises, and Supt. W. E. Baker at the evening program. The program included addresses by Mrs. R. K. Young, a member of the board of education, Mr. George

W. Frasier, of the Colorado Teachers' College, Mr. E. F. Vannoy, mayor of the city, Mr. C. C. Brown, of the State University, and Mrs. Mary C. C. Bradford, state superintendent of schools.

The building was planned by W. N. Bowman & Co., of Denver, and was erected by the Busboom Construction Co., of Fairbury, Neb. It has a capacity of 850 students, and was erected at a cost of \$260,809, or a cost per cubic foot of 231.1 cents, and a per pupil cost of \$306.

—Superintendent E. H. Drake welcomed a large audience at the opening of the addition to Westledge school. Mrs. Linnie A. Gill, member of the board of education, made the presentation address. Dr. Ernest Burnham of the Western normal school was the principal speaker.

—The new Somerset township school at Friedens, Penna., was opened by County Superintendent W. H. Kretchman. Other speakers were

Prof. H. B. Speicher and Prof. A. B. Cober.

—The high school at Sheridan, Wyo., was dedicated on March 12th. Mr. D. P. B. Marshall made the principal address. The building contains 44 classrooms, shops, and laboratories and was erected at a cost of \$443,000.

—The dedicatory exercises of the school were in hands of President P. C. Duncan of the board of education and Superintendent J. J. Early.

—The new \$47,000 community high school at Tremont, Ill., was opened with an address by Dr. R. E. Hieronymus of the University of Illinois. The presentation speech was made by Dr. J. E. McIntyre, president of the board of education. An address was also delivered by Principal J. H. Johnson.

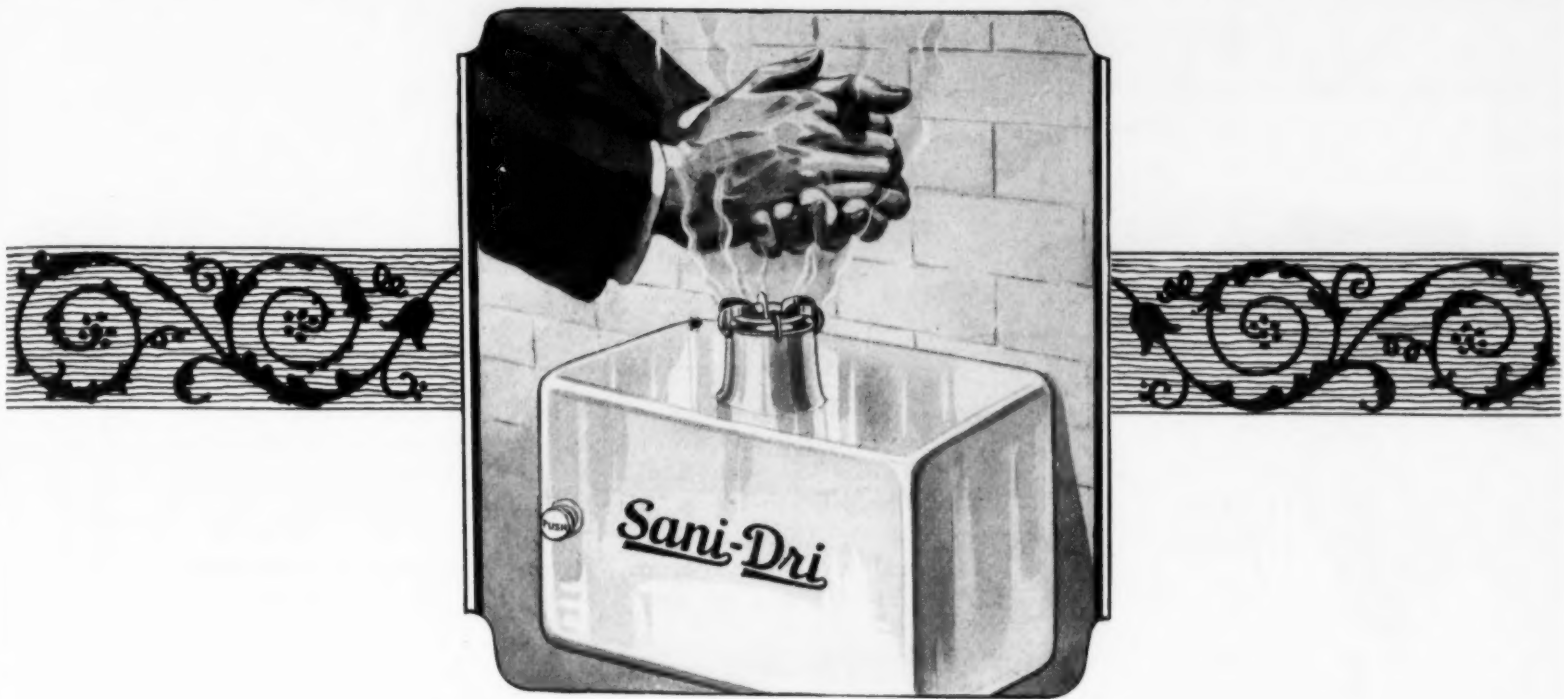
—Superintendent L. C. Ward of Fort Wayne, was the principal speaker at the dedication of the new high school building at Kendallville, Ind.



THE NEW BOARD OF EDUCATION OF KANSAS CITY, MO.

Left to right: Charles Baird, Miss Annette Moore, James E. Jackson, Chief Engineer Joseph H. Brady, James E. Nugent, Superintendent I. I. Cammack, J. C. Nichols, E. C. Meservey. The new members are Miss Moore and Mr. Baird.





## If you were a School Boy again

*You would want this better way of drying hands and face*

**T**HINGS are different now. Teaching methods have changed. New subjects are taught in a new way. Sanitation and hygiene have taken their place as school routine——

### But the Old Fashioned Towel Remains

Now, for your wash room we offer the modern economical method — Sani-Dri — Nature's way. Sani-Dri dries by evaporation. A stream of warm air removes even the moisture from the pores. Great for hands and face — highly efficient for drying hair after a plunge in the tank. Leaves skin smooth and soft—prevents chapping.

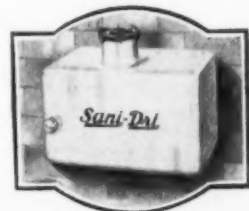
### Cuts Towel Costs 50% to 90%

Stop wasting money. No more unsatisfactory, unsanitary towel service. No more mussed wash rooms. No more big towel bills. Sani-Dri actually saves 50% to 90% of your towel bills. We can prove it.

Write now for our booklet—it's free. Save hundreds of dollars by mailing this coupon. Do it now.

*Sani-Dri Division*

**CHICAGO HARDWARE FOUNDRY CO.**  
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*The product of a two million dollar company with 40 years of successful manufacturing experience.*

# *Sani-Dri*

**"MOTHER NATURE'S LUXURIOUS WAY"**

**CHICAGO  
HARDWARE  
FOUNDRY CO.**

405 Sani Bldg.  
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Gentlemen:

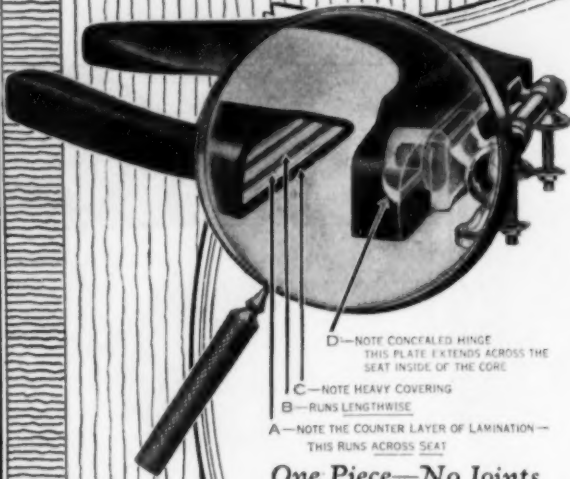
Send me literature describing this better drying service and the economies we can accomplish with Sani-Dri.

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THE BRUNSWICK-BALKE-COLLENDER CO.  
**WHALE-BONE-ITE**  
 CLOSET SEATS



**"Mr. Superintendent, It's the Best Seat to be Had"**

**A**FTER TRYING OUT a small number of Whale-Bone-It Toilet Seats one owner (name furnished upon request) purchased over 1,000 Whale-Bone-It Toilet Seats. Now he tells us that Whale-Bone-It is "the BEST seat to be had."

And here's the reason. The exclusive features of Whale-Bone-It are no secret — Read them — Here they are:

**One Piece—No Joints**

**No Warping or Cracking**

**Handsome Appearance**

**No Expansion or Contraction**

**Non-inflammable**

**Easily Cleaned**

**Impervious**

**Acid Proof**

**Concealed Hinges**

**No Exposed Metal**

**No Cracking of Finish**

**Long Life Durability**

Each of these features bear our unqualified guarantee.

**Whale-Bone-It comes in two finishes, ebony and mahogany.**

*Sold by all plumbers and jobbers, if you cannot secure locally ask seat department of makers*

THE BRUNSWICK-BALKE-COLLENDER CO.  
 1625 N. WABASH AVE. CHICAGO

#### TEACHERS' SALARIES

—New Britain, Conn. A new schedule of salaries, affecting only teachers in the junior and senior high schools has been adopted by the board of education. The readjusted schedule for junior high school teachers, both men and women, is as follows:

Grades 7 and 8			
Women		Men	
(\$1150)	\$1300	(\$1500)	\$1700
(\$1250)	\$1400	(\$1625)	\$1800
(\$1350)	\$1500	(\$1750)	\$1900
(\$1450)	\$1600	(\$1875)	\$2000
(\$1550)	\$1675	(\$2000)	\$2100
(\$1650)	\$1750	(\$2125)	\$2200
(\$1750)	\$1800	(\$2250)	\$2300
(\$1850)	\$1900	(\$2375)	\$2400
(\$1950)	\$1950	(\$2500)	\$2500

The readjusted scale for women and men teachers in the senior high school follows for the ten year period:

Grades 9, 10, 11 12			
Women		Men	
(\$1250)	\$1400	(\$1600)	\$1800
(\$1350)	\$1500	(\$1725)	\$1900
(\$1450)	\$1600	(\$1850)	\$2000
(\$1550)	\$1700	(\$1975)	\$2100
(\$1650)	\$1775	(\$2100)	\$2200
(\$1750)	\$1850	(\$2225)	\$2300
(\$1850)	\$1900	(\$2350)	\$2400
(\$1950)	\$2000	(\$2475)	\$2500
(\$2050)	\$2050	(\$2600)	\$2600

The elementary school teachers receive the same pay as heretofore. The schedule is:

First year experience.....	\$ 950
Second year experience.....	1050
Third year experience.....	1150
Fourth year experience.....	1250
Fifth year experience.....	1350
Sixth year experience.....	1450
Seventh year experience.....	1550
Eighth year experience.....	1650
Ninth year experience.....	1750
Tenth year experience.....	1850

\*The figures in brackets denote the old salary, while the clear figures indicate the new wage scale up to the ten-year period.

—Detroit, Mich. An increase of \$100 in the maximum salaries of teachers, involving an expenditure of about \$200,000 has been approved by the board of education. Of the entire teaching staff of 5,500 men and women, about 2,000 will be entitled to receive maximum salaries next fall. Teachers will reach the maximum salary after five years of continuous service.

In accordance with this decision the maximum salaries of teachers in the schools will be: ele-

mentary school teachers, \$2,200; intermediate and high school teachers, \$2,800; first assistants in high and intermediate schools, \$3,200, second assistants in these schools, \$3,000, and department heads in high and intermediate schools, \$3,500.

The board also approved a recommendation raising the maximum salary of high school principals from \$5,500 to \$6,000, but voted that this increase be given at \$250 a year for two years, rather than \$500 at a single jump, as was recommended. The maximum for assistant high school principals was increased from \$4,000 to \$4,500, with the same provision.

The board voted that maximum salaries of intermediate principals and assistant principals shall be five per cent less than the maximum of high school principals and assistants. This means that intermediate principals will receive a maximum salary of \$5,700 and assistant principals \$4,275.

#### Insurance for School Transportation

—After July 1, 1926, contractors or drivers of school buses in New Jersey must take out liability insurance in such amounts as shall be approved by the county superintendent. This is the new rule of the state board of education. The board in announcing the rule says:

"It has been for some time the practice of many boards of education throughout the state—and a practice strongly endorsed by the state department of education—to require as one of the terms of a contract or agreement with a transportation contractor that he take out a policy of

insurance against possible liability which may be incurred by him in the event of injury sustained by school pupils during the course of transportation. Acceptance of this term or condition, of course, resulted in an increased contract price to be paid by the board of education. This quite generally adopted procedure, while hitherto discretionary, has now become mandatory under the rule of the state board of education above quoted, and it is only by such means that uniform protection for the children against the possible financial irresponsibility of transportation contractors can be assured."

MRS. EMMA SCHOFIELD, 95, THE OLDEST LIVING SCHOOL TEACHER OF PHILADELPHIA, IS GUEST OF HER FORMER PUPILS. Illustration shows Mrs. Schofield talking to Judge MacNeille. In back of Mrs. Schofield is former Mayor Thomas B. Smith and Maxwell Pestcoe.



MILLS  
METAL

THE PREDOMINANCE  
of  
MILLS METAL  
TOILET PARTITIONS

*in educational institutions throughout the country is generally recognized.*

*Educational authorities require a material that will withstand abuse — the unlimited rough handling which the youth of today gives so promiscuously.*

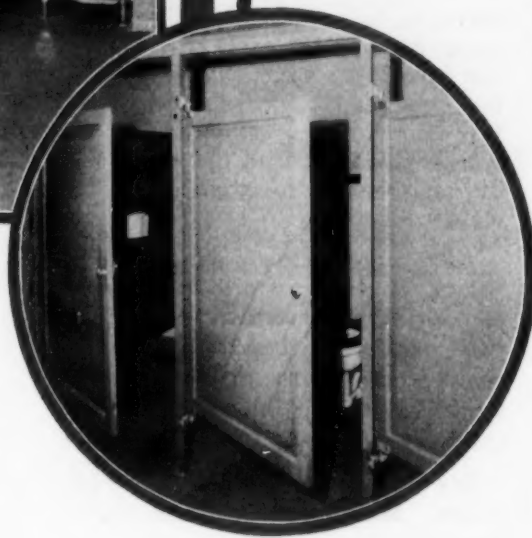


### Mills Metal Partitions

defy deliberate abuse. They defy odors, dust and vermin. The doors are hinged so strong three youngsters at a time may swing on them without sagging.

The absence of cracks and crevices makes cleanliness easily obtainable, and their adaptability to every need in the school makes them the ideal partition.

Consult us on your requirements, large or small.



*Note the simplicity of construction*

## The Mills Company

5230 ST. CLAIR AVENUE



CLEVELAND, OHIO

### SCHOOL CAFETERIAS UNDER SURVEY

The school cafeterias of Boston have of late been subjected to criticism. A newspaper reporter connected with the Boston Post started out to make an investigation:

"Menus carefully prepared by dietitians with due regard for vitamins, calories and other food properties were quoted by the authorities of the respective schools as evidence of the fact that they were alert to the problem of providing proper lunches for growing children.

"In most schools it was found that pies and pastry and the highly seasoned 'hot dog' were under the ban. In the school lunchrooms that serve pastry to the children, the officials insist that it is the 'pure, home-made' specimen, and where frankfurters were on the menus their consumption was limited to once a week.

"Ice cream and chocolate bars, which appear on most of the school lunch bill of fares, were found to be popular items in nearly every instance. The majority of the school heads insisted that while their students undoubtedly had a penchant for sweets, they did not ignore the more substantial dishes that are available for the luncheons.

"The canvass disclosed a serious problem in some districts where the efforts of the school heads to provide nutritious food for their students at lunch are handicapped through the opening of small stores adjacent to the high schools to catch the student trade. When the school lunchroom put the hot dog and sticky pastry under the ban, the students flocked to the stores across the street or around the corner and indulged in their favorite dessert to their hearts' content.

"At the Revere High School it was found that the frankfurters were sold every day except Friday. The reason given is that the pupils are permitted to leave the building at the lunch period, ostensibly to eat at home, but go to adjacent stores to make their purchases. To meet this competition the school lunch has frankfurters on its menu but it is claimed the school officials help the situation by providing the best of this article of food on the market.

"A typical menu provided for the children in most of the Greater Boston secondary schools follows in many respects the following weekly

list of dishes which are available at the Brookline High School:

Monday—Cream pea soup, welsh rarebit, salmon salad roll, strawberry jam sandwich, tomato salad, chocolate pudding.

Tuesday—Cream celery soup, American chop suey, cheese-date graham sandwich, marmalade graham sandwich, cocoanut cream, muffins.

Wednesday—Tomato soup, macaroni and cheese, chopped ham sandwich, peach jam sandwich, vegetable salad, apple tapioca.

Thursday—Split pea soup, creamed chicken and peas, chili relish graham sandwich, peanut butter graham sandwich, apple-celery-nut salad, peach blanc mange.

Friday—Chicken soup, baked beans, egg salad roll, raspberry jam sandwich, tomato salad, fruit jelly, nuts, candy, crackers, ice cream, fruit.

"The Brookline school has a new lunchroom which seats about 700 students at one time. The students are good patrons of the hot dishes which are changed daily, but they also use a large quantity of milk, cocoa and ice cream. No pastry is served and the domestic science class looks after the menu."

The newspaper man who visited all the school cafeterias found the prices charged most reasonable.

### SYRACUSE PREVENTS GOITER

The Syracuse Health Bulletin for October 17, 1925, describes the method of treating goiter among school boys and girls in that city. In connection with the work, the following procedure was successfully carried out: In the fall of 1923, a medical examination of 25,799 students registered in the elementary and high schools was held. The examination disclosed the fact that 4,152 children had some enlargement of the thyroid gland, ranging from a pregoiterous condition which is not outwardly observable, to a fully developed goiter. Notices were sent to parents of children calling their attention to the condition found and recommending that the family physician be consulted. In those cases where the parents did not follow the advice, they were asked to give their permission for administration of iodine tablets by the school nurse, under the direction of the school physician. Information regarding goiter and its prevention and treatment were included with the notice.

In the fall of 1924, the students under treatment for goiter were re-examined. Some of the children in the original group for treatment had left school but there still remained 2,358 cases. Of this number more than 600 were found not to need further treatment. This meant that during the school year 1924-1925 only 1,639 of the original number were taking the iodine tablets. The group was examined frequently and before the end of the school year in June many had been able to discontinue their treatments. This year there will be a re-examination and the schedule of treatments will be resumed by the school authorities. The treatment of the high school pupils will be discontinued this year, because of a lack of funds, and because it is felt that they are for the most part able to go to their family physician.

### HYGIENE AND SANITATION

Under the leadership of the State Department of Health assisted by the State Charities Aid Association, the State Medical Society and others, a systematic five-year program is to be carried on in New York State to immunize as far as possible all children in the state up to 10 years of age against diphtheria. In communities where it has been extensively applied remarkable results have been accomplished and no complications have arisen.

It is hoped that the school authorities of the state will give their hearty support and cooperation to the plan to the end that protection may be furnished to school children against one of the most deadly diseases with which children are afflicted. It is expected that the family physicians of school children will take an active interest in the proposed plan by advising parents regarding the treatment and giving it themselves whenever possible.

—Ashley, Pa. The school board in providing additional recreation features, has purchased a plot of ground for an athletic field. The plot is of adequate size, providing for a football field, baseball field, running track and tennis courts.

—The spirit of scientific measurement is gaining ground in the physical training department at Minneapolis, Minn. Among the phases of work to be submitted to definite measurement is the growth in the habit of correct posture, where individual children have their silhouettes made at the beginning and end of a course in corrective

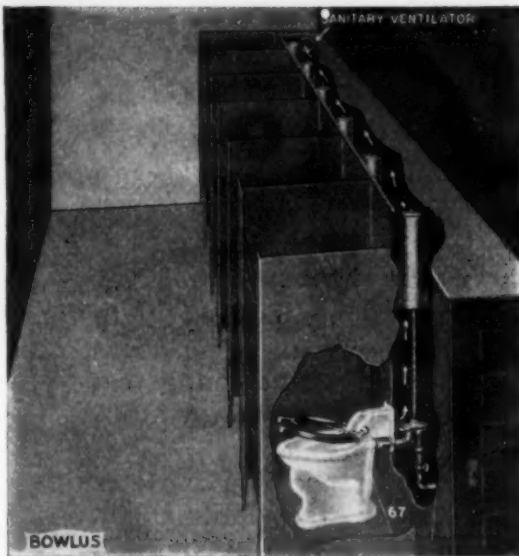
## BOWLUS "JEWEL" AUTO - Matic WATER CLOSETS

Suggestive installation plan of No. 67 Bowlus Raised Rear Vented Closet: Utility room as shown is made of cabinet steel sheeting. Room may be made, however, of marble slab or slate. All working parts of the closet are in utility room. Tank may be low down or elevated, as desired. If it is elevated, it gives more space for working and is out of the way. Additional charges for connections for elevated tank.

As shown, there's a sanitary ventilator which leads to suction fan in attic or other convenient place. By this ventilator, bowls and toilet room receive fresh air at all times, which keeps same in perfect sanitary condition.

We furnish only materials for closet. Materials mentioned above for walls are suggestions only.

### Suggestive Installation Plan of Bowlus No. 67 Ventilated Closet



Bowlus Ventilated Jewel Closet No. 67

### BOWLUS VENTILATED JEWEL CLOSET Exclusive For Schools

No. 67 Bowlus "Jewel" Seat Action Closets—designed especially for school requirements. Valve, tank and connections assembled in air-tight utility room from which bowls are receiving a constant supply of fresh air through the vent conduit, insuring perfect sanitation in both bowl and toilet room.

Bowlus No. 67 Raised Rear Vent Closet includes automatic Jewel Valve, vitreous china enameled grey iron vent conduit, extra heavy vitreous china jetted bowl with extended front lip. Also open front and back ebony or natural oak seats with nickel plated and polished seat attachments, and concealed galvanized compression tank.

Vent can be attached to any regular wash-down or jetted bowl or where raised rear vent bowl is used. Wall of utility room may be marble slab, brick, slate or cabinet steel sheeting. Long or short vents supplied according to materials used for utility room wall.

Roughing-in 8 inches from utility room wall.

Ask Your Plumbing Supply House for Prices

**THE BOWLUS MANUFACTURING CO.      SPRINGFIELD, OHIO**

gymnastics. In an attack on flat feet, foot prints are taken at the beginning and end of the course in corrective work.

—Racine, Wis. School children of the city have been greatly aided by the new system of dental treatment inaugurated by the health department.

During the summer of 1925, the dental clinic was reorganized. The new method provides for two sessions a week in the schools, and the equipment includes a portable chair, a cuspidor, an engine and sterilizer. At each of the sessions, which last three hours, the dentist examines from thirty to 35 children, and a chart is made of the conditions found. First, third and fifth grade children are examined, charted, and mouths put in good condition where necessary. No repair work is done in the schools and no teeth are extracted.

The repair work needed is referred to the home dentist. For those who cannot pay for their own work, there is a third session at which repair work and extractions are done.

Under the new system, the dental clinic handles increased numbers of children, doing preventive work rather than repair, and leaving the latter function to the family and the dentist of their choice.

—Madison, Wis. Clinics for the examination of children entering the kindergarten for the first time next September have been conducted by the city board of health in cooperation with the board of education. Physical examinations of the children were made at each school and the parents advised of any defects to be corrected before entering school in the fall.

Blue ribbons were awarded the children passing the examination with one hundred per cent scores. Prizes will also be awarded to those whose defects are corrected before June.

The requirements necessary for blue ribbon children, and the figures indicating the points awarded are:

1. Up to height and weight for age—no undernourishment—30.
2. Skin clear—no anemia—10.
3. Posture balanced—5.
4. Perfect teeth—10.
5. Freedom from tonsils and adenoids or running ears—10.

6. Freedom from defects of heart and lungs—5.
  7. No evidence of crippling—5.
  8. Evidence of successful vaccination against smallpox—10.
  9. Record of normal health habits—10; sleeping, eating, exercise.
  10. Absence of nervousness, normal behavior—5.
- Total—100 per cent.

### A SHARP CRITICISM OF THE JUNIOR HIGH SCHOOL

To the Editor:

The School Review, March, 1926, issue, page 162, contains the following paragraph:

"It is difficult to justify the 6-3-3 plan if it does not advance pupils farther along their educational careers in twelve years than does the 8-4 plan. If the senior high school can be made fully aware of its function as the first branch of the secondary school, and if it can carry pupils through the stages of education which were formerly covered by the first two years of college, then the 6-3-3 plan will be a completed and effective reform."

Thus goes glimmering one more piece of "School of Education" propagandism. No longer is the 6-3-3 plan to be justified by the "broader outlook thus given to children." No longer shall the Junior High School offer the panacea to cure all the ills of non-articulation, all the aches and pains of a rapidly growing secondary school. No longer shall the school man who has tumbled head first into this expensive pit, be allowed to plead in extenuation all of the sweet-sounding excuses which busy propagandists have invented for him. He can no longer justify his 6-3-3 reorganization unless he can show that it economizes the time of children, that 6-3-3 advances them farther at the end of the twelfth year than does the 8-4, that in some unexplained way the 6-3-3 plan will accomplish in twelve years what the old plan accomplished in eight years of elementary school, plus four years of secondary school, plus two years of college! Sic gloria transit mundi!

How do you like it, dear fellow Superintendent? How do you like it, much tried and much harassed school board member? Do any of you honestly believe that the inclusion of ninth

grade children with seventh and eighth grade children will thereby strengthen your senior high schools to such degree that they will be able to do in three years what now requires five? Is your senior high school so lax in its performance today that it might include the first two years of college in its present three-year program? Bunk and balderdash! Will the shibboleth of 6-3-3 so far hasten the maturity of boys and girls that at age 16 they will be so far ripened in judgment as to be capable of the work now done by young people of 18? There is no practicable way whereby the work now done by the elementary school, the high school and the first two years of college can be done in twelve years of school. Granting that the first two years of college should be attached to the high school, which many school men do heartily believe, there is yet no sufficient reason to think that a twelve-year program is long enough to get the work done. But it is refreshing to learn at last that the real object of the junior high school, for all these hectic years so carefully concealed, is finally to shift the burden of the early college years from the shoulders of the state supported college, or the endowed college, to the locally supported high school. Many of us have long believed that it is "difficult to justify the 6-3-3 plan" upon any basis of practical operation or educational advantage. None of us would have ventured the argument that thereby a high school might be able to do the work of the early college years.

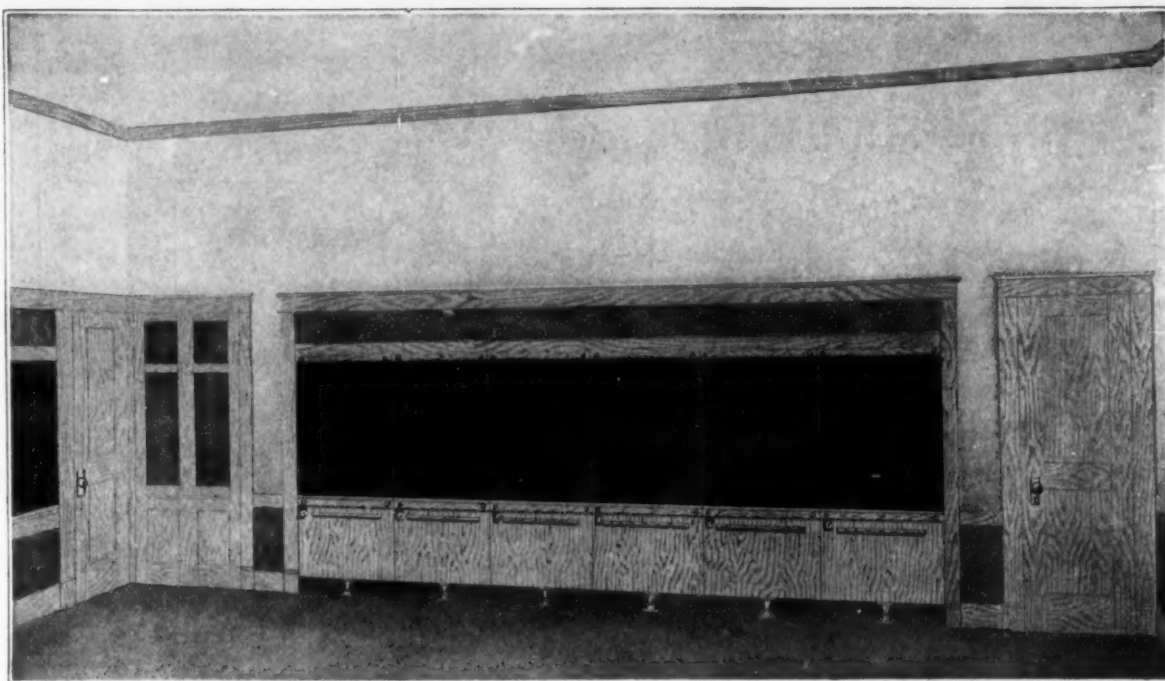
Now let the enthusiastic, if somewhat deluded 6-3-3 Superintendent find out why his boys and girls are not ready for junior standing in their State University when they receive their diplomas this June. Let him tabulate for the rest of us the great losses of time which 6-3-3 eradicates. Let the worried 6-3-3 school board member sharpen his pencil at budget making time this summer and count the costs of doing two years of college in the old home town. Then let us all highly resolve to "Stop, Look and Listen" for the future when propagandists seek to persuade us, without entire frankness, into courses of action whose end cannot be discerned from the beginning.

L. C. Ward.

Fort Wayne, Ind., March 11, 1926.



# OPEN IT IN A SECOND



**All Doors  
Open In One  
Operation, Or  
Any Door May  
Be Opened  
Individually**

## MILLER SCHOOL WARDROBE

Above is an actual Photograph. There are many advantages in the Miller School Wardrobe; we mention the following:

**Genuine Bangor Slate Blackboard    No Petty Pilfering**  
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**Perfect Ventilation and Sanitation    Nothing to Get Out of Order**  
**K-M SUPPLY CO. - 123 West 8th Street - KANSAS CITY, MISSOURI**

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Information  
Write for  
Catalogue  
W-5*

### "WHAT A LIFE!"

(Concluded from Page 42)

My shop man speaks of the "teaching game." Teaching isn't a game. A game has rules and an official to enforce them. No official stepped in to reinstate my friend Burns when he was fired at the whim of his board. Teaching is warfare, guerilla warfare, where sniping on all sides, chiefly from the rear, is the accepted mode of attack.

Yes, teaching is warfare. It's been a battle all down the ages. How Dad Cubberley of Stanford used to stress that point. It has been a series of pitched battles without an interim of peace. But after all, brickbats are poor weapons, compared with the weapons education has given me. My weapons, as well as my tools, are the best the world has ever seen. What a craven I, if, with these improvements, I fail to keep up the fight. So let the big battle go on. I'm in on it—in to the finish.

Yes, boys, what a life—the biggest kind of a life for a man.

### THE AMBRIDGE CONTRACT PLAN OF INSTRUCTION

(Concluded from Page 44)

objective here this year has been to provide for such differentiation.

What to do on Monday was a problem under the old system. The handing out of fresh material on Monday, in the form of contracts, has been the solution to this question. Blue Mondays have literally disappeared.

Beginning teachers take readily to the contract plan. The supervisor can readily demonstrate its use to a novice. The young teacher proceeds to her new work with a definiteness which was often lacking under the mass recitation system.

How to carry on to best advantage when teachers are off duty is a problem which is easily met by the use of the contract. When the substitute teacher steps into the room she takes up the work exactly where it was dropped and proceeds in accord with the directions of the contract.

The contract plan never fails to enlist the greatest interest when presented and discussed with community or professional groups. This may possibly be attributed to the fact that both those inside and outside the profession are conscious of the weaknesses of the mass recitation system and are hopefully looking for something to take its place.

To go back to mass instruction in our community, after two years' experience with contracts, would be unthinkable. The administrative, supervisory, and teaching advantages of the plan have so demonstrated themselves that even the occasional doubting Thomas has been convinced.

### PUBLICITY AND PUBLIC EDUCATION

(Concluded from Page 46)

Being harangued for schools reduces capacity to be generous towards schools. Being agreeable news is better than begging or "stunting" news space as a publicity policy for education. Free speech, frank criticism, democratic opportunity for recognition and circulation of high spots will help public education be news that newspapers and civic agencies will enjoy broadcasting.

### DEALING WITH THE NEWSPAPERS

(Concluded from Page 47)

school athletics. An unwholesome tendency to lengthy and extravagant reports of the feats of youthful athletes is evident. These reports give the boys an exaggerated idea of their own im-

portance and a misconception of the underlying purposes of athletic contests. High school athletes should not be permitted to think that they are nearly on a level with university stars and that the chief purpose of athletics is to win games. Moderation as to language and length of reports in the local papers will help. Schoolmen can assist in bringing about this moderation by furnishing so much other school news that there will not be room for sports stories of undue length.

Finally, in all their dealings with newspapers, superintendents and other teachers should not forget that newspapers exist in order that publishers and editors may earn a living. Nor should they forget that the cost of printing a newspaper is heavy. The newspapers have the right to expect a reasonable amount of profitable business from the schools. The printing that can be obtained at home at a fair price should never, therefore, be ordered from out of town. Advertisements of school events at which admission is to be charged should always be placed in the papers. Thoughtfulness in these matters on the part of the school authorities will make the editors know that their interest in the public schools is appreciated.

### LACK OF TENURE OF OFFICE A FACTOR IN SCHOOL EXPENSES

(Concluded from Page 48)

nity. Religion should not enter into the consideration, but teachers who are wise will see that there is no chance for a conflict on this score. The country community is usually pretty well united in the matter of religion and not infrequently quite narrow, and a teacher who worships in a way radically different will find her row a hard one to hoe. She will also find it particularly hard to find a boarding place where she will be happy.

# Smith's IMPROVED

# PANIC EXIT LOCKS

## For Single Doors and Double Doors With Mullion



No. K 254—For Exit and Entrance—Knob and Plate. O. S. Trim.

No. H 254—For Exit and Entrance—Grip and Thumb Piece. O. S. Trim.

No. 54—For Exit only—no Outside Trim.

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NEWARK, N. J.

PAT. DEC. 1, 1925



Made in Brass and Bronze.

Small number of working parts—will not get out of order.

Heavy and simple in construction.

Made to meet the requirements a School Door Panic Lock is subject to.

No mortising.

Easily installed.

Page 23—Cat. 30

Send for Copy

### THE CLASSIFICATION OF ELEMENTARY SCHOOL PUPILS INTO HOMOGENEOUS GROUPS

(Concluded from Page 52)

	Group Intelligence	Individual Intelligence	Standard Educational
Kewanee, Ill.	Yes	....	....
Marietta, Ohio	....	Yes	....
Marinette, Wis.	Yes	....	....
Martins Ferry, Ohio	Yes	....	....
Mason City, Iowa	Yes	....	....
Millville, N. J.	Yes	....	Yes
Monessen, Pa.	Yes	....	....
Montclair, N. J.	....	....	Yes
New Kensington, Pa.	Yes	....	Yes
North Adams, Mass.	....	....	Yes
Okmulgee, Okla.	....	Yes	Yes
Owensboro, Ky.	Yes	....	Yes
Paducah, Ky.	Yes	....	Yes
Piqua, Ohio	Yes	....	....
Port Arthur, Tex.	Yes	....	Yes
Rahway, N. J.	Yes	....	....
San Bernardino, Calif.	Yes	....	....
Santa Ana, Calif.	Yes	Yes	Yes
Sapulpa, Okla.	Yes	....	Yes
Staunton, Va.	....	Yes	Yes
St. Cloud, Minn.	Yes	....	....
Streator, Ill.	Yes	Yes	....
Summit, N. J.	Yes	....	Yes
Trinidad, Colo.	Yes	....	....
Virginia, Minn.	Yes	Yes	....
Walla Walla, Wash.	Yes	Yes	Yes
Warren, Pa.	Yes	Yes	....
West Allis, Wis.	Yes	Yes	Yes
Winchester, Mass.	Yes	....	....

TABLE 2. CITIES WHICH USE TESTS EXTENSIVELY

Cities Having a Population of 100,000 and Over.

	Group Intelligence	Individual Intelligence	Standard Educational
Atlanta, Ga.	....	Yes	....
Bridgeport, Conn.	Yes	....	Yes
Chicago, Ill.	Yes	Yes	....
Cleveland, Ohio	Yes	Yes	....
Denver, Colo.	Yes	....	....
Jersey City, N. J.	Yes	....	Yes
Newark, N. J.	Yes	....	Yes
New Bedford, Mass.	Yes	Yes	Yes
Paterson, N. J.	....	Yes	....
Providence, R. I.	Yes	....	Yes

	Group Intelligence	Individual Intelligence	Standard Educational
Rochester, N. Y.	....	....	Yes
St. Louis, Mo.	Yes	....	....
Salt Lake City, Utah	Yes	Yes	....
San Francisco, Calif.	Yes	Yes	Yes
Seattle, Wash.	Yes	....	....
Trenton, N. J.	....	Yes	....
Wilmington, Del.	Yes	....	....
Youngstown, Ohio	....	....	Yes

Population of 30,000 to 100,000

	Group Intelligence	Individual Intelligence	Standard Educational
Brookline, Mass.	Yes	....	....
Charleston, W. Va.	Yes	....	Yes
Duluth, Minn.	Yes	....	....
Elmira, N. Y.	Yes	....	Yes
Harrisburg, Pa.	Yes	....	....
Hoboken, N. J.	....	....	Yes
Kalamazoo, Mich.	....	Yes	....
Kenosha, Wis.	....	Yes	....
Lakewood, Ohio	....	....	Yes
Mobile, Ala.	....	....	Yes
Omaha, Nebr.	Yes	Yes	Yes
Passaic, N. J.	Yes	....	Yes
Newburgh, N. Y.	....	....	Yes
Portland, Me.	Yes	....	Yes
Portsmouth, Va.	....	....	Yes
Quincy, Ill.	....	Yes	....
Roanoke, Va.	....	Yes	Yes
Rockford, Ill.	Yes	....	....
Saginaw, Mich.	Yes	....	....
Sioux City, Iowa	....	Yes	....
Somerville, Mass.	Yes	Yes	Yes
Springfield, Ohio	Yes	....	Yes
Stamford, Conn.	Yes	Yes	Yes
Superior, Wis.	Yes	Yes	Yes
Waterloo, Iowa	Yes	Yes	Yes

Population of 10,000 to 30,000

	Group Intelligence	Individual Intelligence	Standard Educational
Aberdeen, S. Dak.	....	....	Yes
Alexandria, La.	Yes	....	Yes
Appleton, Wis.	Yes	....	....
Bangor, Me.	....	....	Yes
Bloomfield, N. J.	Yes	Yes	Yes
Cairo, Ill.	Yes	Yes	....
Canton, Ill.	....	....	Yes
Carbondale, Pa.	Yes	....	....
Carthage, Mo.	Yes	....	Yes
Denison, Tex.	Yes	Yes	Yes
Dunmore, Pa.	Yes	Yes	Yes
E. Hartford, Conn.	Yes	....	....

	Group Intelligence	Individual Intelligence	Standard Educational
Eau Claire, Wis.	Yes	....	....
East Youngstown, O.	Yes	....	....
Elyria, Ohio	Yes	....	....
Elwood, Ind.	Yes	....	Yes
Emporia, Kans.	Yes	Yes	....
Englewood, N. J.	Yes	Yes	....
Faribault, Minn.	Yes	....	Yes
Glendale, Calif.	Yes	....	Yes
Gloversville, N. Y.	Yes	....	....
Hackensack, N. J.	Yes	....	Yes
Hannibal, Mo.	Yes	Yes	....
Huntington, Ind.	....	....	Yes
Ironwood, Mich.	....	....	Yes
Leavenworth, Kans.	....	....	Yes
Mason City, Iowa	....	Yes	Yes
Okmulgee, Okla.	Yes	....	....
Pomona, Calif.	Yes	....	Yes
Pottstown, Pa.	Yes	....	Yes
Punxsutawney, Pa.	Yes	....	Yes
Sandusky, Ohio	Yes	....	....
Trinidad, Colo.	....	Yes	....
Watertown, Mass.	Yes	....	Yes
White Plains, N. Y.	....	Yes	Yes

### THE EAGLE LAKE HIGH SCHOOL, EAGLE LAKE, TEXAS

(Continued from Page 58)

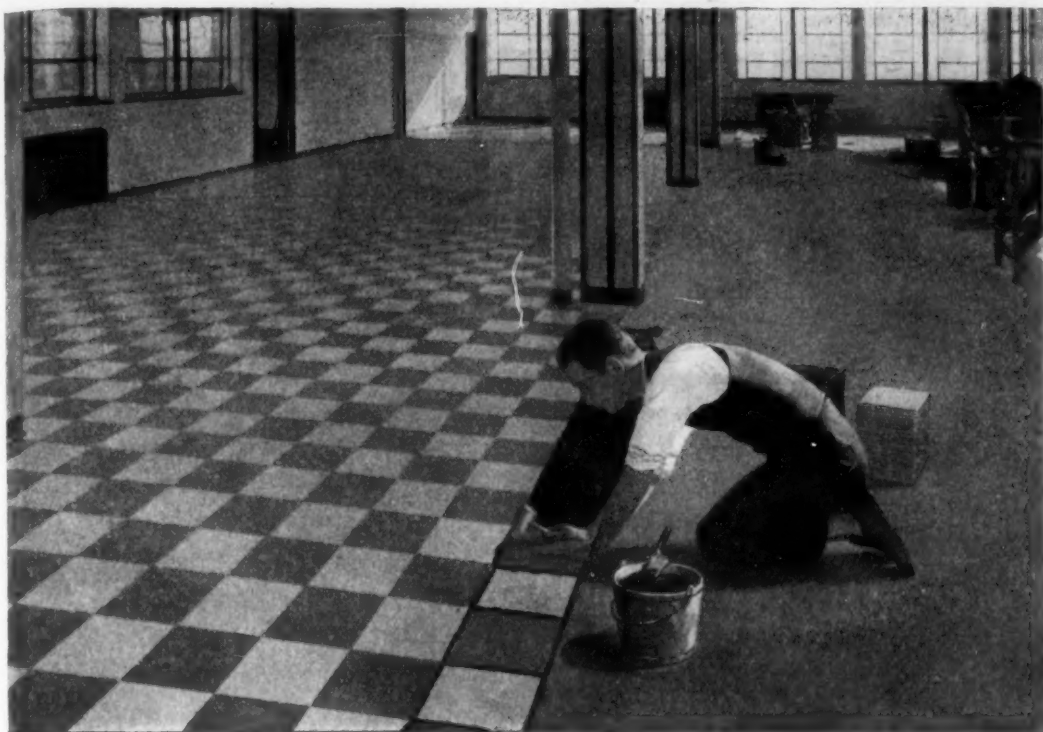
corridor line, and extending up through the two stories, which offers an ample stage loft height for the hanging of curtains and scenery drops, and making use of space otherwise undesirable.

Entrance to the auditorium is afforded by doors leading to the auditorium from the school on either side of the stage. The doors are arranged so that they may be properly locked, preventing access to the building from the auditorium when the latter is used for municipal affairs. At the rear of the auditorium there is a public entrance. Over the entrance platform is a large cantilevered concrete awning, protecting the entrance platform and beautifying the rear wing of the building.

The auditorium has a ramp floor of concrete, with battleship linoleum runners in the aisles and along the walls, a marble floor border and

(Concluded on Page 151)





## The Perfect Floor for Schools

While there's nothing quite so suitable for new school floors, yet there's no material so particularly adaptable to reflooring needs as Sanabestos Tiles.

*Send today for samples and full information.*

**FRANKLYN R. MULLER, Inc., 414 Madison St., Waukegan, Ill.**

## Sanabestos Tiles

THE FLOOR OF BEAUTY,  
ECONOMY AND DURABILITY

### HERE ARE THE FACTS:

**Durable**—we've tried to wear it out by every means. It can't be done. It doesn't mar or scratch.

**Sanitary**—water-proof; stain-proof; can be easily and perfectly cleaned with soap and water; no maintenance cost.

**Resilient**—easy to the feet; slip-proof, noiseless.

**Attractive**—many rich color combinations, permitting artistic effects. Variety in sizes as well as colors, to meet any requirements. These tiles are easy to install over any smooth surface.

**Economical**—costs less than the most ordinary flooring materials.

**Reflooring**—can be easily laid over old wood, concrete or mastic floors—quickly, cheaply and ready for immediate use.

(Concluded from Page 148)

marble base. A motion picture booth is located above the entrance vestibule, and is accessible and well ventilated. All house lights are controlled from this booth as well as from the stage. The heating arrangement includes a separate main for the auditorium so that this room may be heated independently from the rest of the building, or may be cut off entirely when not in use.

The entire building is of concrete construction with concrete columns and beams, and floors and roof slabs, the whole supported on individual or spot footings. To produce a more substantial foundation, the concrete footings were carried to a depth of nine feet below the grade.

The exterior walls are of rough-texture variegated face brick, backed with hollow clay tile. The trimming is of artificial cement stone, with sand blast finish treatment. The sashes are of the reversible ventilator type, with special heavy angle frames.

The interior partitions of the buildings are of hard-burned clay tile, and the plastering for walls and ceiling is hard wall-plaster with sand finish. Throughout the building, baseboards, door casings, corner beads and picture moulding are flush metal trim, with chalk troughs and blackboard trim of the same material. Blackboards of slate and cork tack board or bulletin boards are provided in each classroom.

All classroom floors are of edge grain pine, with screeds attached to the concrete slabs with patented floor clips in place of cinder fill. Corridor floors and laboratory floors are of one inch mastic, laid directly on concrete slabs. The floors in the toilet rooms are of ceramic tile, while in the entrances, the floors are of quarry tile. The superintendent's office and reception room are covered with battleship linoleum.

### RECENT SCHOOL BUILDINGS IN

#### LA CROSSE, WIS.

(Continued from Page 62)

Being located in a growing district in the extreme north end of the city, the first unit, consisting of four classrooms, of what will eventually be an eight-room school, was built during 1922 and 1923 and opened for use in September, 1923. Mr. Merman departed considerably from the traditional in the construction of the building, using a Spanish type of architecture which has proved very attractive.

The building is of brick construction up to the level of the window sills on the lower floor. From that point up, it is of white cement stucco with marble dash and a pitched roof of red Spanish tile. It is trimmed with Port Wing Brown Sandstone. The completed unit consists of three classrooms and a kindergarten, one classroom and the kindergarten on the lower floor, and two classrooms on the upper floor, with a principal's office on the second floor and toilets on both floors. The floors of the halls are of terrazzo and those of the schoolrooms are maple. The interior trim is pine, finished in walnut color. The rooms are equipped with interior wardrobes with counter-balanced doors. One stairway leads to the second floor, but to comply with the building code, a spiral fire escape has been installed. The plans for the building provide for an extension, and eventually the fire escape will be removed and the space it now occupies will be turned into hall use.

The cost of the building was \$47,369. The cost of equipment was \$2,000.

#### The Abraham Lincoln Junior High School and Grades

Work was begun on the construction of the Abraham Lincoln Junior High School in the fall of 1923, and the building was opened for use in September, 1924. Plans for the build-

ing were drawn by Mr. Otto A. Merman, of La Crosse.

The building is almost square with four grade level entrances. On the first floor are two grade rooms and a large kindergarten with recessed wardrobes, a fireplace, and private plumbing. The kindergarten is so located that it can be used for community purposes singly or in connection with the auditorium which occupies the center of the structure on this floor. Other rooms are a home economics room, including kitchen, fitting room, sewing room, and pantry, a large bench room suitable for wood working machinery, lumber storage, finishing, and drafting rooms. In the center of the building is a large combination gymnasium-and-auditorium which may be separated by folding doors. The auditorium will seat approximately six hundred pupils and is equipped with opera chairs. The interior trim is light gray, the seats are French gray, and the window shades are a darker shade of gray. The opening between the auditorium and stage is equipped with mulberry velour curtains operated on patent tracks. The window drapes are of wine color with a double valance, one ecur covered with mulberry semi-circular velour valance with green medallions. The stage, which is also the gymnasium floor, is 36'x55'. At either end are apparatus rooms and stairways leading to the floor below, where the boys' and girls' showers and locker rooms are located.

At either side of the auditorium and under the light courts are storage rooms. They were made possible by placing the floors of the light courts six inches below the sills of the auditorium window. This is a very satisfactory arrangement. The feature of this floor is the arrangement of the front stairways in the light courts, thus saving considerable room on the second and third floors for recitation-room pur-

# Build For The Future

Plan your equipment purchases with the same idea of permanence with which you plan the school building.

Properly designed furniture, of handsome appearance and strong sturdy construction, should last indefinitely, and help

materially to reduce replacement costs. Get acquainted with Hamilton Quality.

We show to the left Hamilton School Table No. 500 which has private compartments for six students. Ask for Catalog.



**Hamilton Mfg. Co.**  
Two Rivers, Wis.      Rahway, N. J.

poses. Upon entering the building, one is impressed by the large open hallway effect produced by building the stairways in the light courts. Directly in front of each door in suitable niches provided for them is a statue of Abraham Lincoln, purchased by the parent-teachers' association, on one side, and on the other a memorial drinking fountain erected to the memory of Dr. George Hauser by his wife, Mrs. Wynona Hauser. Both are attractive and beautiful.

The second floor accommodates eight classrooms, a library, a principal's office, room for supplies, nurses' clinic, and teachers' rest room. From this floor, one gains entrance to the balcony of the auditorium, which is provided with 175 seats. The built-in moving picture booth in the back of the auditorium is accessible from this floor.

The third floor is for the junior high school. On this floor there are nine classrooms, including general science and commercial rooms, boys' and girls' wardrobes, and a study hall which accommodates 190 pupils. The classrooms are all arranged on the outside of the building and are easily accessible from the study room which is in the center and directly above the auditorium. Skylights contribute to the lighting of the study hall. The room is very beautiful as well as useful. There are four entrances to the study hall, two in front and one at either side. On this floor there are wardrobes for the boys on one side and for the girls on the other. The elementary science room is equipped with gas and electricity. Commodious cases take care of the necessary scientific apparatus.

The equipment of rooms is in accordance with the requirements of a modern school. In the industrial arts department there are benches, power saws, a planer, a jointer, a mortiser, and tool grinders. In addition, there is equipment

for home mechanics, including elementary electricity, simple work in sheet metal, and plumbing. The drafting room in this building is well equipped.

The classroom floors are maple throughout. The floors of the halls, including the wardrobes, are of terrazzo. The walls of the toilets are gray Tennessee marble, and the walls of the corridors are hard cement finished in gray. The interior trim of the building is southern pine, finished in a light walnut color. The building is provided throughout with the projected type of steel sash. It is equipped with a split system of ventilation, including an air washer and two Kewanee down-draft boilers. The building is very compact and will accommodate between 600 and 700 pupils.

## The Vocational School

Work was begun on the Vocational School in 1923. The plans and specifications for the building were prepared by Mr. Merman, of La Crosse.

This is a new type of school building, designed to take care of the needs of part-time education. This kind of education requires a type of building flexible in plan and construction so that additions to, and changes in the organization necessary to keep abreast of the part-time school movement may be possible with the least amount of expenditure.

The trade and industry rooms are amply provided for on the first floor of this building, with shops. The first floor also contains a sufficient number of classrooms in close proximity to the shops for taking care of the teaching of related subjects and academic classes, together with a large combination auditorium-and-gymnasium, equipped with a stage and gallery, and provided with an ideal arrangement of toilets, shower baths, and locker room facilities for both boys and girls.

## THE FAIRFIELD ELEMENTARY SCHOOL SCHOOL BUILDING

(Concluded from Page 63)

heated by vacuum steam with direct radiation. Ventilation is produced by means of simple gravity ducts equipped with rotary ventilators on the roof. The mild climate makes it unnecessary to provide other and more positive sources of fresh air for ventilation, in the opinion of the local school authorities and of the architects.

The exterior of the building is finished in common shale brick in a range of color, laid in Flemish bond with mortar joints cut flush. The trimmings are of limestone.

The building cost \$144,000 or 20 cents per cubic foot. The architects were Messrs. Van Keuren & Denham, Architects, Birmingham, Alabama.

## THE NEW SALARY SCHEDULE AT FORT LUPTON, COLO.

(Concluded from Page 65)

c. Adequate professional training for the position sought.

d. A physician's certificate certifying good health and freedom from physical defects that might interfere with successful teaching.

2. Employment of experienced teachers shall be the practice, allowing not more than two years' credit for experience in other schools.

3. A bonus of \$45 may be allowed for summer school attendance when recommended by superintendent. In such case \$5 will be added to the monthly salary for the nine month period.

4. Salaries of principals, special teachers, etc., shall be determined for each individual by Board Action.

5. Any additional exceptions made must require Board action.

### Regulations Affecting Teachers in Service

1. Teachers shall attend at least one summer term for each three years of teaching.

2. Teachers shall be allowed two days' leave of absence for sickness per year; these to be cumulative from year to year.

3. Teachers shall be allowed two visiting days per year on full pay with the approval of the superintendent.

4. Teachers must hold membership in professional organizations.

5. Teachers shall enroll in one extension class for work on local problems when requested by the superintendent.



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Class parties, class plays, graduation and commencement exercises—all are occasions when music plays a big part. It's the time when the little Miessner reaches its greatest usefulness. Its sweet singing tone fills the largest school auditorium, yet it is so small and light a child can push it about and two men can move it anywhere. Only 3 ft. 7 in. high—fits shallow orchestra pits.

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### THE EAST ROCHESTER GRADE SCHOOL

(Continued from Page 64)

An interesting feature of the building is the large gymnasium, measuring 50'x90', with a spectators' gallery. This gymnasium serves not only for the grades, but also for the high school and for general community use. The boys' toilets and lockers on the ground floor are fully equipped for high school and general use.

The building contains no auditorium because this necessity is supplied by the auditorium in the high school building. The cafeteria serves the high school as well as the grades.

The building is so located on the lot that the manual training, the domestic science room, and the gymnasium in the basement are entirely above grade.

Future additions have been kept in mind so that the building may be enlarged by twelve future classrooms.

The building is heated by warm air supplied by ten furnaces and propelled by two central fans. The system was selected by the board of education on the basis of satisfactory results obtained during ten years of use of furnaces of the same manufacturers.

The building cost \$185,000 or 27.4 cents per cubic foot. The architects were Messrs. O. W. and H. B. Dryer of Rochester, N. Y.

### THE WISCONSIN SCHOOL BOARD CONVENTION

(Continued from Page 66)

determine upon school buildings. That is entirely within the control of the school board, with the result that better types of school buildings have come into vogue.

### Evaluation of the Teacher

The feature of the evening dinner meeting was a "teachery talk" by President Frank E. Baker of the Milwaukee Normal School. "A salesman has never sold unless a buyer has bought. A teacher has never taught unless a

pupil has learned," was substantially Mr. Baker's text.

He described a teacher who boasted that in many years no child in her class had whispered. Such discipline represses natural expression. The two types of teachers who came under his discussion were those who make the textbook

the center of attention and those who held to the development of the child mind. The teacher is apparently passive, the pupil active.

"We can give a child only a tiny portion of the vast knowledge that is at our command, but the ability to inculcate a right attitude upon life measures the teacher, and that meas-



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ure must be based upon pupil activity. There have been three eras in education. The first was based upon compulsion, the second upon competition, and the third upon the psychological growth of the child mind."

Former Governor Frank E. McGovern spoke on the Wisconsin idea, its characteristic being an adherence to justice and human progress.

#### A Unique Question Box

The last session was devoted to a so-called question box. It was conducted by George S. Dick of the state educational department who had led the various county school board conventions held in recent years. He reported that 26,000 school board members had availed themselves of the privilege to attend these gatherings.

The question box idea led to various subjects and afforded everybody an opportunity to speak. The silent member who had merely listened to the regular speakers now ventured upon ideas of his own which proved most illuminating. It revealed the thoughts that were uppermost in the minds of school board members.

Mrs. O. B. Strouse of Arcadia pointed out the tendency to decry the modern pupil and hold up as a shining example of virtue the pupil of a generation or two ago. She believed that bobbed hair and short skirts were no more vicious than the former ponderous hair dress and the bustle of several decades ago. The accusations are based upon the exceptional and singular and not upon the general character of pupil behavior.

"The three R's have been supplanted by the three C's," she urged. "Instead of reading, writing and arithmetic, we hold to character, culture, and citizenship."

The attendance problem came under the attention of Miss Esther M. Bjoland, superintendent of Trempealeau County. She contended

that many of the problems connected therewith were social rather than educational.

E. B. Skinner of Madison held that the modern youth was exposed to greater temptation than was the youth of several decades ago. The automobile, the changes in fashion of dress, the new forms of amusement—all caused distraction. Consequently he must exert a greater power of resistance and self-denial.

Dr. Wochos of Kewaunee urged the thought that every generation praises a former generation, forgetting that the world moves and that old notions failed to appreciate the new. The school and the church cannot correct all things. The home must get back on the job.

M. A. Hanson of Marshfield believed that parents should not attempt to check modern styles, except to temper them. We were no better in our youth than our children are now. "My wife and I agreed that our daughters must not bob their hair. When I observed one day that my daughters looked old fashioned, I concluded to induce my wife to consent and to permit our girls to bob their hair.

"My wife, who is somewhat modest and old fashioned, listened with patience and replied: 'Sure, the girls may bob their hair; in fact, I expect to bob my own hair, too!'"

The subject of permitting teachers to attend educational gatherings was discussed by E. B. Skinner of Madison. "How far shall school boards encourage such attendance? Let us agree, first of all, that educational gatherings earn high dividends. The trouble has been that schools have been closed to enable teachers to attend educational meetings and then they remain at home," he said. "The way to obviate this is to compensate teachers who attend and deny such compensation to those who do not attend."

William George Bruce, editor of the School Board Journal, spoke on the "School Board and the Public Press." He pointed out the growing importance of keeping the public informed on the deliberations of the school system. The school costs are high, fully one-third of the tax moneys going toward their support.

He dwelled upon executive school board sessions and secret committee meetings. In cases where the morals of pupils come under question, or the professional prestige of the teacher, publicity should and must be avoided. Scandal not only pollutes the public mind but seriously affects the child mind. The discipline of the pupil constituency demands this. Some things cannot safely be shouted from the house tops. There are instances, too, in the deliberations on prospective school sites where wisdom demands executive sessions. Once it is known that the school authorities contemplate the choice of a school site the price of real estate goes up. Premature publicity becomes costly.

In closing, Mr. Bruce touched upon the dignity and responsibility of school board service. "There is no position in municipal official life," he said, "that affords a finer privilege than does a school board membership. In fostering the training for citizenship, so vital to our form of government, you are not only promoting the progress of your own community but you are making a real contribution to the prestige, prosperity, and power of the nation."

#### Resolutions and Election of Officers

The committee on resolutions, headed by William Luening of La Crosse, urged a codification of the school laws. Some of the laws now on the statute books are contradictory and it is difficult to determine between that which is alive and that which is obsolete. The committee also

(Concluded on Page 159)



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**LOW IN COST.** The cost of Clarin Chairs is but a trifle compared with the long and satisfactory service which they are guaranteed to render. The durability eliminates frequent replacements and the first cost is a little more than the cheap wooden chair, and less than wooden chairs of better grade.

**BEAUTIFUL.** Clarin Chairs are simple in design, free from useless ornamentation and possess a beauty which is in harmony wherever they are used. They are made in

a wide variety of finishes with seats of wood, leatherette or tapestry in harmonizing shades.

**EASILY SET UP AND FOLDED.** A child can set up or fold a Clarin Chair easily and quickly without danger of pinching fingers. Awkward stooping or fumbling is entirely unnecessary.

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(Concluded from Page 156)

believed that the laws relating to transportation support for union free high schools should be amended.

The committee on nominations reported the following officers for the ensuing year: President, W. A. Taege, Wausau; Vice-President, Lewis Powell, Kenosha; Secretary-Treasurer, Miss Gertrude Sherman, Milwaukee; Directors, Mrs. O. B. Strouse, Arcadia; H. H. Smith, New Richmond; Edward O'Connor, Hancock; E. H. Miles, Fort Atkinson; William Luening, La Crosse; E. B. Skinner, Madison.

Mr. Taege, the newly elected president of the association, was the former vice-president. He has been an active member of the association for several years and has been a strong factor in the discussions and deliberations of that body. He has promised a good program for next year.

### COLLEGE EXITS AND ENTRANCES

(Concluded from Page 71)

too, the immediate cause for cancellation may have been the student's poor financial condition accentuated by the additional expense incident to his illness. In all of these cases, however, it seems fair to assume that the student's illness was the primary cause of withdrawal."

As to whether all instructors in our higher institutions are measuring up to their opportunity and responsibility, the words of another University President in a recent address on the occasion of his inauguration are suggestive: "It is absolutely necessary for the future success of the college to apply to its operations the lessons that have been learned by industry and business in the more efficient conduct of enterprises in those fields—college students need to be taught how to memorize, how to read, how to take notes, how to work out problems from information gained from the printed page, how to drill themselves in the mastery of essential

detail, how to recite orally, how to express themselves through the printed page and how to deal with novel situations as presented in the solution of problems which must be solved at once." Either this is an exaggeration of the responsibility of the college, or we must admit that not all of the responsibility of our higher institutions have faced and met the problem.

Thousands of college men and women who ought to be in supervised dormitories are today rooming in private homes. Thousands study long hours and take little or no daily exercise. Thousands are in courses for which they are not by nature fitted. Questions parents and citizens generally are entitled to ask are: How much are the colleges doing to remove causes of failure? How often and in what way are students helped in the process of adjusting themselves to university conditions? What dormitory facilities are provided? What directed daily physical exercise do students have? Are the social conditions and regulations such as to create an environment conducive to study? What is the proportion of young instructors to experienced professors? How many books are there in the library as compared with the number of seats in the college stadium? How much of the personal touch and how much of the machine is there in the college as it touches the students?

The great hope is that university authorities are, in varying degrees, beginning to "think on these things." Some have begun to act. We may hope that ere long a large percentage of removable causes of failure will disappear and that there will be fewer "exits" from the college world by the failure route—fewer who return to their home towns branded—shamed—defeated—doomed to live a life of regret at ambitions unrealized and opportunities lost. The universities of America will do their part.

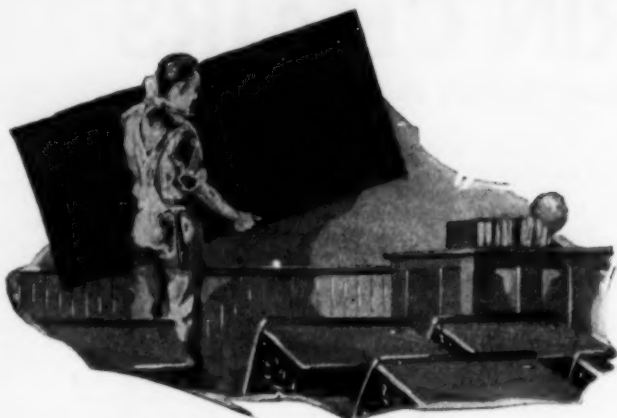
### NEW RULES AND REGULATIONS

—At a meeting of the school board of Wichita, Kansas, which was attended by 100 citizens, an amendment to the rules was adopted whereby a board member may be dropped from a committee by a two-thirds vote. The immediate cause of the rule was the opposition displayed to the chairman of the committee on supplies. President John W. Gibbons explained. "The object of this amendment is that the president of this board might make a mistake, a bad appointment. A chairman might run contrary to the desires of the board and he could not be reached by reason, nor could he be reached in any other way, as the rules of the board now stand. Such a member can't accomplish much damage, but he can disturb the business of the board, he can destroy the morale of the faculties of our schools and the people who are working for the public, unless there is some way of bringing him to time."

—Denis W. Delaney, member of the school committee at Lawrence, Mass., introduced a resolution whereby the superintendent nominates teachers subject to the approval of the committee. Dr. David D. Yule objected to the proposal holding that the present method whereby the members voted for teachers on an accredited list was preferable. He believed that the members should select and elect. Mr. Delaney said that the committee looks to Superintendent Sheridan for advice on virtually all other educational matters, yet ties his hands in the most important one of all—the selection of teachers.

—The Milwaukee, Wis., school board adopted the following new ruling on the subject of appointment and dismissal of teachers: "Before the monthly meetings of the board in January and June it shall be the duty of the committee on appointments to prepare and at said monthly meetings to submit a list of principals and teachers who are recommended for continued service on the probationary list. The committee shall at such times prepare a list of all teachers whose probationary service has been unsuccessful and who are recommended to be dropped from the system. Any teacher recommended to be dropped from the system may appear before the committee and personally make any statements she desires to demonstrate why she should not be so dropped from the system."

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## BOOK REVIEWS

### Keystone Prereading Booklets

Home and School Play Book, Book of Toys and Games, Outdoor Play Book, and Animal Picture Book. Prepared by Laura Zirbes. Published by the Keystone View Co., Meadville, Pa.

These booklets represent a series of four booklets for boys and girls who are learning to read. As the titles indicate, each booklet is a phase of activity in child life, and is to be accompanied by pictures bearing on the subjects treated.

The booklets are useful to teachers in supplementing actual play with stereographs, slides, and stories about play. The children are thus led to approach reading through meaningful experience which may be outlined as school play, individual experience, group play, stereographs, slides, and blackboard sketching.

### Individual Number Drills

A teachers' manual. By James E. McDade. Price, \$0.75. The Plymouth Press, Chicago, Ill.

The material is in the form of cards and directions for use in number drills and offers a complete system of exercises capable of being carried out by the individual pupil. The devices and methods employed in the drills were worked out in the Wentworth School, Chicago, after numerous experiments and have been successfully used in a number of school systems.

### Los Angeles Diagnostic Tests; Fundamentals of Arithmetic

By Carolina Armstrong and Willis W. Clark. Published by the Research Service Co., Los Angeles, Calif.

The present test represents a means of testing ability in the fundamentals of arithmetic. The test is standardized and diagnostic, the material being arranged in such a manner that pupils' solutions of examples will indicate a field of error in the fundamental operations. The test and diagnostic sheets were prepared for the purpose of assisting classroom teachers in noting different types of difficulties in arithmetic characteristic of the class. The diagnostic sheet

assists in finding the kinds of remedial and constructive activities most needed by the pupils.

The principal feature of the test is the diagnostic record sheet on which a class record of pupils' field of error may be indicated and made the basis of remedial work in the classroom. The necessary directions, norms, and diagnostic record sheets are furnished with the tests.

### Hunt and Find

A book of Silent Reading. By Jessie Parry and Esther Feustel. Paper, 48 pages, price, \$0.30. Published by Beckley-Cardy Co., Chicago, Ill.

The title of this silent reader is a clue to the method which is successfully used. The classic stories and animal stories are arranged as easy lessons, and are followed by questions and spaces for answers. Among the stories are such favorites as Little Bo Peep, Jack the Giant Killer, Peter Rabbit, Puss-in-Boots, and the Pied Piper. The answers are printed on gummed paper and are placed in a pocket inside the back cover.

### The Drama of American Independence

Pageant Episodes, paper cover, 156 pages. Published by the National Education Association, Washington, D. C.

This little volume is designed to enable schools and colleges to observe the one hundred and fiftieth anniversary of the Declaration of Independence. The material was assembled by a committee consisting of Lotta A. Clark of Boston, Helen Louise Cohen of New York, and Jasper L. McBrien of Edmond, Oklahoma. It is prefaced with an introduction by Mary McSkimmon, and in part illustrated.

The subject matter includes a series of patriotic essays and poems, also episodes which lend themselves to stage production. A bibliography on pageants and pageantry is provided.

### The First Reader

By Eva A. Smedley and Martha C. Olsen. Illustrated by Matilda Breuer. Cloth, 192 pages. Published by Hall & McCreary, Chicago.

Here is a cheerful book. It deals with subjects that fascinate the child mind—pet animals, vegetable life, playful occupations—presented in simple texts. The authors tell about school days, animal stories, folk tales, winter and summer sports, games, etc., etc.

The book is attractively illustrated in colors.

### Fundamentals of Dress Construction

By Sybilla Manning and Anna M. Donaldson. Cloth, 223 pages. The Macmillan Co., New York.

This book affords a complete vocational course for advanced high school and evening-school classes. Model-making is emphasized.

### Practical Mathematics for Junior High Schools

For first, second, and third years. By F. G. Bonser, F. G. Pickell, and James H. Smith. Published by Atkinson, Mentzer & Co., New York, N. Y.

These texts represent a three-book series with contents stressing continued drill in fundamentals, applications of arithmetic and algebra to everyday problems, and preparation for the study of higher mathematics.

The problems supplement the arithmetic work of the elementary school, emphasize the importance of solving practical problems, and introduce the pupils gradually to the mathematics of geometry, algebra, and trigonometry.

The outstanding features of the series are speed and accuracy in fundamentals, provision for individual differences, verbal problem material, as well as practical measurements within the experience of the child, and meets the requirements for college entrance.

The books contain the best of the old and new material on the subject carefully blended into a unified and successful course for junior high school pupils.

### Health Index for Children.

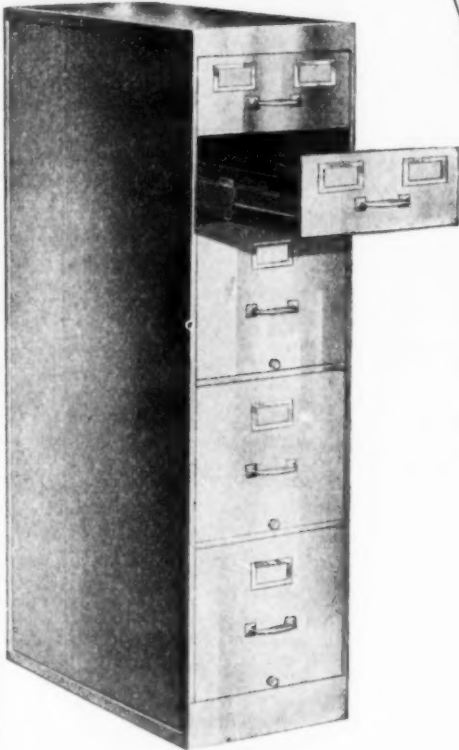
By Ernest Bryant Hoag. Cloth, 165 pages, illustrated. Published by C. F. Weber & Co., San Francisco, Calif.

This book in its revised form meets the present-day need in health methods of prevention and correction. The immediate aim is to show teachers and parents how to detect those ordinary physical defects of the child which impede progress in school, and to suggest the practical means by which such defects may be removed. Incidentally, it may prove of some value to physicians who are for the first time applying themselves to this special kind of public health work.

(Continued on Page 163)



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(Continued from Page 160)

While most of the material presented has been drawn from a rather extended experience as a medical officer, full use has been made of many well-known works on child hygiene and related subjects.

The book is divided into two sections: The health index, and the child and his environment. The first section opens with a diagnostic table showing the signs of disease and their indications, and then proceeds with a study of the nose, throat and ear, defects of vision and teeth, contagious diseases, nervous disorders, general disorders, defects of feet and posture. The second part dealing with the environment, discusses foods for children, health at home in relation to school life, health of the teacher, supervision of health in school, details of health examinations, and mental hygiene of the child.

The book is well arranged, fully illustrated and is printed in good clear style. A very complete bibliography is included for the benefit of school or health authorities making a study of child health.

#### The Story of Milk for Boys and Girls

By Laura Zirbes and Marian J. Wesley. Cloth, 93 pages. Keystone View Co., Meadville, Pa.

This book for boys and girls just learning to read, contains material which enlarges the experience and makes the child acquainted with a number of everyday activities. The material is useful because it is true to life, is rhythmic, and because there is much repetition of the sort typical of the conversation of young children and the literature they love. The combination of reading matter and pictures is made to serve health instruction purposes in an unusual way.

The book is illustrated with beautiful pictures in color and is to be supplemented with stereographs and slides. Many of these provide experience where first-hand contacts would be out of the question.

#### Bacteriology and Applied Immunology for Nurses

By Robert A. Kilduffe, M.D. Cloth, 252 pages, illustrated. Price, \$2. Bruce, Milwaukee.

The functions of the nurse are many and varied, and yet perhaps, all can be comprised in the phrase the prevention of disease. Because

of the intimate relations existent between the nurse and the public, she must be well prepared to give an intelligent reason for the use of vaccines and serums. She must know what they are and how they act, and she must know what they will do and what they will not do.

It is the purpose of this little book to cover briefly the field of bacteriology and applied immunology because a knowledge of the principles of the subject is essential to an understanding of the methods applicable to the diagnosis, treatment, and prevention of disease.

The book opens with a history of bacteriology and proceeds with a discussion of the methods for studying bacteria, taking up such phases as the production of disease, the destruction of bacteria, and immunity. The second part deals with the practical application of immunology in the treatment of disease in the form of vaccines and serums. The book contains chapters on the collection of specimens for laboratory examination, on nurses and the public health, and on vivisection.

#### Gregg Shorthand

By John R. Gregg. Cloth, 167 pages. Gregg Publishing Co., New York, Chicago.

This manual is intended to provide a simple presentation of Gregg shorthand for prevocational study in junior high schools or other schools where the subject is taught for vocational purposes.

In the presentation of the subject, it has been the author's purpose to make the longhand forms the actual basis of the shorthand drills. The customary longhand drills are given first, these leading up to an easy, natural way from what has been familiar to the application of the same motions or combinations in shorthand.

The book contains ten lessons of three units each, covering the main essentials of the subject. It represents ten months' work and may be completed in thirty weeks not counting time for reviews and holidays.

#### Surprise Stories

By Marjorie Hardy. Cloth, 140 pages. \$0.60. Wheeler Publishing Co., Chicago, Ill.

This book represents the first reader of the Child's Own Way Series. It contains a number of brief, home and child interest stories for

small children, in addition to a half dozen special-day stories.

#### Wag and Puff

By Marjorie Hardy. Cloth, 140 pages. \$0.60. Wheeler Publishing Co., Chicago, Ill.

This is a primer in the Child's Own Way Series. The short stories are based on animal and bird life of interest to small children.

#### Better Health for Little Americans

By Edith W. Lawson. Cloth, 151 pages. Price, \$0.70. Beckley-Cardy Co., Chicago, Ill.

The book emphasizes food, fresh air, cleanliness, sleep and rest, and exercise, as the means of maintaining good health and includes a series of health lessons suitable for small children. Each lesson is illustrated with a sketch in black and white.

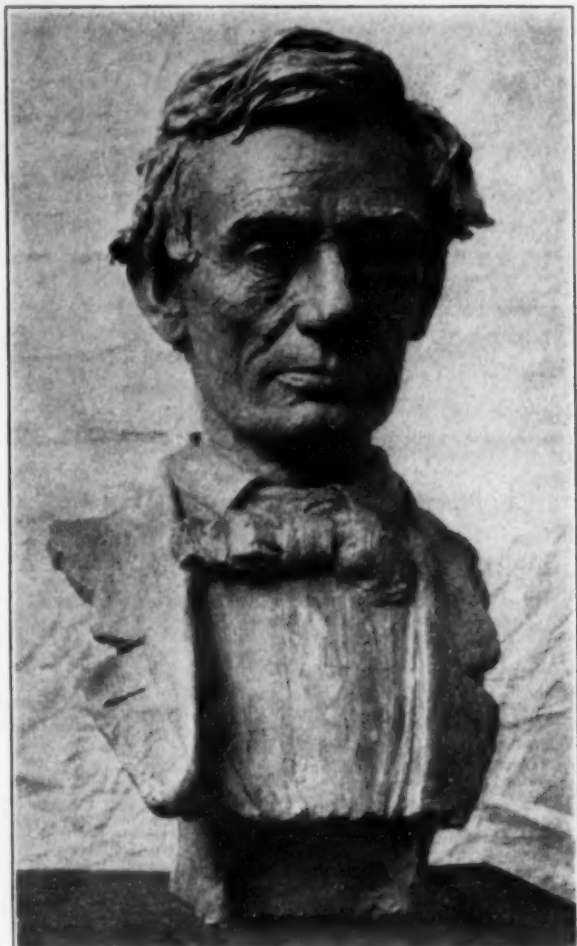
#### Letters from Famous People

Collected by Sharpless Dobson Green. 362 pages. The Gregg Publishing Co., New York City.

The letters in this novel book were collected by the compiler as the result of an inquiry sent by him to some five or six hundred prominent American business men and women, authors, doctors, lawyers, etc. Each was asked to give "a little message" that would "be an inspiration to them (the pupils) now and aid them in being better citizens in the business world." The collection of more than 300 letters reflect the widest variety of personal views on life and success and constitute a rather interesting cross section of the American philosophy of personal success. While it cannot be said that the ideas expressed are predominantly materialistic, they indicate rather strongly that most of the writers hold money making as a chief aim of life and as an accurate gauge of success.

It would be unfair to say that these men and women hold to these principles in their lives because the question to which they answered was calculated rather to emphasize material success in business and in professional careers rather than to express a fundamental philosophy of life. If the book is taken in the narrower sense of business success, the contribution is valuable, interesting, and suggestive. If, however, it is considered in the broader aspect of a well-rounded life which includes all those elements that make up a Christian citizenship, the book is lacking in helpfulness.

## A MOST APPROPRIATE CLASS GIFT



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253 West 42nd Street,

New York City

#### An Introduction to Public School Finance

By Benjamin Floyd Pittenger. Cloth, 372 pages. Price, \$2. Houghton Mifflin Co., New York.

This is a timely book. Those who have watched the trend of school administration during the past decade will have noted that the financial considerations have constantly grown in importance. They have also realized that school officials have been obliged to bring to their service a greater knowledge on the subject of school finance.

The author has divided his treatment of the subject into two parts, the first dealing with the local problem, and the second with the state problem. Before proceeding upon a discussion of these several problems he presents an outline of the general school finance situation.

In dealing with the local problem, he covers the subject of school budgets, comparative costs in education, financial records and accounts, indebtedness and the financial aspects of school publicity. While he handles the various phases of the several headings in a somewhat compact form, he does not miss a single essential point.

Under the state problem he discusses educational inequalities and the units of school support. While much is known on the subject, the author has managed to assemble in logical and digestible form all that should be known on the subject at this time.

The author has not been able to wholly resist the temptation to introduce a bit of the cry of "crisis," which has characterized some after-the-war promotion of educational legislation and which has even crept into some college study of school administration. While much of the current references to city and state conditions make the book particularly interesting, it hardly seems possible that the situation of 1920-1925 and some of its "crises" will reflect itself in the attitude of legislatures or local authorities during the coming five years. The chapter on publicity is based upon temporary emergency campaigns of the type which should give way to continuous, factual news service.

#### An Introduction to Physical Science

By Ivor B. Hart. Cloth, 306 pages. Price, \$1.50. Oxford University Press, New York City.

This book seeks a middle ground between the applied science of the vocational type and the pure science of the schools of the eighties and nineties. It is quite complete for high school use, well illustrated, and adequately supplied with suggestions on the experiments and questions and problems. Naturally it overlooks some references to applications of scientific principles, which are common in America in the lives of boys and girls. The automobile, the radio, electric cooking devices, and certain farm machinery, are things which help in our schools to teach principles of science.

#### First Grade Manual for Child's Own Way Series

By Marjorie Hardy. Cloth, 304 pages. Price, \$0.80. Wheeler Publishing Co., Chicago, Ill.

#### Can You Solve It?

By Arthur Hirschberg. Cloth, 311 pages. Price, \$2, net. T. Y. Crowell & Co., New York.

A book of puzzles and problems for boys and girls. It will be useful in any elementary school library.

#### PUBLICATIONS RECEIVED

**Appreciation of Latin.** By Henry W. Prescott, Roy C. Flickinger, Laura B. Woodruff, and Irene G. Whaley. Educational Research Circular No. 39, 1925, issued by the Bureau of Educational Research, of the College of Education, University of Illinois, Urbana. The material for this circular was prepared under the direction of Prof. H. J. Barton, of the University of Illinois. Among the topics covered are the teaching of the Aeneid as literature, ancient remains at Rome, the Springfield Virgil exhibit, together with a list of books of interest to teachers of the classics.

**A Study of Shakespeare.** By Russell Potter. A program for women's clubs, issued by the Bureau of Public Discussion, University of North Carolina Press, Chapel Hill, N. C. The program of seventeen meetings is based on sixteen plays by Shakespeare. It is suggested that the first paper be considered the first in importance and that no paper occupy more than twenty minutes of the time. Suggestions for the papers themselves are found in the body of

the pamphlet; bibliographical suggestions are found in the back of the pamphlet under the heading, "Suggested References."

**Effectiveness of Half-Time Sessions.** A report of a study made during the years 1923-1924 by the committee on half-time sessions of the Detroit, Mich., board of education. The purpose of the study was to determine the degree to which half-day sessions achieve the educational results of corresponding full-day classes, on the differences in the effects with different types of children.

The study reveals that the general effect of these sessions is harmful, for the reason that half-day achievement is lower than that of corresponding children who have the advantage of full-day sessions. There appears to be a slight differential effect upon children of different ages. Children who are young or old for their grade tend to be injured somewhat more than children of normal age. The harmful effect is clearly greater upon children with poor home conditions than upon those with good home conditions, and also upon children who have lower degrees of control over English than upon those with higher degrees of control. It was recommended that where it is impossible to provide full-time sessions for all, that preference be given to those localities where the lower social conditions prevail, and where the general control over the English language is low. Principals were asked to so organize their buildings that the first children to be placed on half-day sessions be those who are least injured by part-time instruction. It was recommended that the building program be so planned that eventually every child will have the benefit of a full-day session.

**Palmer Method Plan of Handwriting Instruction.** Paper, eight pages. Issued by the A. N. Palmer Co., New York, Chicago, Cedar Rapids, Ia. The Palmer method of business writing is revolutionizing the graded-school writing of America. The present booklet describes the Palmer method plan through which about 40,000 teachers are each year taught how to demonstrate and to teach writing.



# School Board Journal

## DIRECTORY OF EQUIPMENT AND SUPPLIES

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

(Continued from Page 187)

### SHOWERS

Clow & Sons, James B.  
Hoffmann & Billings Mfg. Co.

### SIRENS

Federal Electric Company, The

### SKYLIGHTS—METAL

Milwaukee Corrugating Co.

### SPRAY-PAINTING EQUIPMENT

DeVilbiss Mfg. Co., The

### STAGE EQUIP. AND SCENERY

Acme Scenic Studios  
Beck & Sons Co., The Wm.

Jackson Corp., A. P.  
Kansas City Scenic Co.

Lee Lash Studios  
Novelty Scenic Studios

Tiffin Scenic Studios  
Twin City Scenic Company

Universal Scenic Studios, Inc.  
Volland Scenic Studios, Inc.

### STAIR TREADS

Alberene Stone Company  
American Abrasive Metals Co.

Safety Stair Tread Co., The  
Stedman Products Co.

### STANDARD TESTS AND SCALES

National Publishing Society

### STATIONERS

Blair Company, J. C.

### STATUES

Chicago Statuary Mfg. Company  
Mayer, Louis

### STEAMSHIP LINES

North German Lloyd

### STEEL CASINGS—Doors, Windows

Milwaukee Corrugating Company

### STEEL JOISTS

Truscon Steel Company

### STEEL SASHES

Detroit Steel Products Company

### STEEL STORAGE CABINETS

Durabilt Steel Locker Co.  
Durand Steel Locker Company

Medart Mfg. Co., Fred

### STEEL WINDOWS

Detroit Steel Products Company

### STOOLS, STEEL

Angle Steel Stool Company

### SWEEPING COMPOUNDS

Robertson Products Co., Theo. B.

### TABLES

Derby & Company, Inc., P.  
Gunn Furniture Company

Hamilton Mfg. Co., The  
Mutschler Brothers Company

Rand Kardex Bureau  
Rinehimer Bros. Mfg. Co.

### TABLETS

American Tablet & Stationery Co.  
Blair Company, J. C.

### TALKING MACHINES

Victor Talking Machine Co.

### TEACHER AGENCIES

Natl. Assn. of Teacher Agencies  
Teacher Agencies Directory

### TELEPHONE SYSTEMS

Federal Electric Co., The  
Federal Tel. & Tel. Co.

Graybar Electric Company

### TEMPERATURE REGULATION

Buffalo Forge Company  
Johnson Service Company

### THERMOMETERS

Wilder-Pike Thermometer Co.

### TOILET PAPER AND FIXTURES

A. P. W. Paper Company  
National Paper Products Co.

Palmer Company, The  
Robertson Products Co., Theo. B.

### TOILET PARTITIONS

Clow & Sons, James B.  
Mills Company, The

Sanymetal Products Company  
Structural Slate Company

Vitrolite Company  
Weis Mfg. Co., Henry

### TOWELS

A. P. W. Paper Company  
Brown Company

Chicago Hardware Foundry Co.  
National Paper Products Co.

Palmer Co., The  
Robertson Products Co., Theo. B.

### TYPEWRITERS

Remington Typewriter Co.  
Underwood Typewriter Company

### TYPEWRITER SUPPLIES

Remington Typewriter Company  
VACUUM CLEANING SYSTEMS

Spencer Turbine Company, The  
Graybar Electric Company

VACUUM PUMPS  
Nash Engineering Company

VALVES—FITTINGS  
Bowling Manufacturing Co., The

Clow & Sons, James B.

VARNISHES  
Sterling Products Co.

Valentine & Company

VENTILATING SYSTEMS  
American Blower Company

American Foundry & Furnace Co.  
Bayley Mfg. Company

Buckeye Blower Company  
Buffalo Forge Company

Dunham Company, C. A.  
Healy-Ruff Company

Milwaukee Corrugating Co.

Nelson Corp., The Herman  
Nesbitt, Inc., John J.

Peerless Unit Vent. Co., Inc.  
Young Pump Company

### VENTILATORS

American Blower Company  
Buffalo Forge Company

Globe Ventilator Company  
Knowles Mushroom Ventilator Co.

Milwaukee Corrugating Co.  
VENTILATORS—WATER CLOSETS

Bowling Manufacturing Co., The

### VOCATIONAL EQUIPMENT

Buffalo Forge Company  
Christiansen, C.

Columbia School Supply Co.  
Sheldon & Company, E. H.

Wallace & Co., J. D.  
Wiese Laboratory Furniture Co.

### WAINSCOTING

Stedman Products Co.

### WARDROBES

K-M Supply Company  
Wilson Corp., Jas. G.

### WASTE PAPER BASKETS

Erie Art Metal Company  
National Vulcanized Fibre Co.

### WATERPROOFING

Obelisk Waterproofing Co., The

### WATER PURIFIERS

Clow & Sons, Jas. B. (R. U. V.)  
R. U. V. Company, The

### WATER SYSTEMS

Myers & Bros. Co., F. E.

### WEATHERSTRIPS

Athey Company, The  
Chamberlin Metal Weatherstrip Co.

Monarch Metal Products Co.

### WINDOWS—ADJUSTABLE

Austral Window Company  
Detroit Steel Products Company

Truscon Steel Company  
Universal Window Company

### WINDOW FIXTURES

Columbia Mills, Inc.  
Williams Pivot Sash Company

### WINDOW GUARDS

American Fence Construction Co.  
Badger Wire & Iron Works

Logan Co. (Formerly Dow Co.)  
Stewart Iron Works Co., The

### WINDOWS—REVERSIBLE

Detroit Steel Products Company

### WINDOW SHADE CLOTH

Columbia Mills, Inc.

Du Pont de Nemours & Co., E. I.  
Western Shade Cloth Company

### WINDOW SHADES

Acroshade Company  
Athey Company

Columbia Mills, Inc.  
Draper Shade Co., Luther O.

Du Pont de Nemours & Co., E. I.  
Maxwell & Co., S. A.

Steele Mfg. Co., Oliver C.  
Wagner Awning & Mfg. Co., The

Western Shade Cloth Company

### WINDOW SHADE HOLDERS

Allen Shade Holder Co., The

### WINDOW SHADE ROLLERS

Columbia Mills, Inc.  
Hartshorn Company, Stewart

Western Shade Cloth Company

### WINDOWS, STEEL

Detroit Steel Products Company

### WIRE GUARDS

Badger Wire & Iron Works  
Cyclone Fence Co.

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J. D. Wallace & Co.

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## After the Meeting



Willie was pouring over his books one evening, when his father said: "Can I help you, son?"

"I wish you would, father," said Willie. "I've got an algebra problem here, and it's awful hard."

"Algebra, eh?" The father looked rather dubious. "Well, let's see her."

So Willie handed her over. The problem read: "If A does a piece of work in 14 days, and B does it in 2 days, how long would it take them to do it together?"

Willie's father frowned. Then he said: "What makes you think this is algebra, boy?"

"Because," said Willie, "it's got an A and B in it."

His father frowned harder than ever. "Well," he finally said, "the only proper thing to do in a case of this kind, is, of course, to fire A."

### An Unfair Comparison

The teacher [a lady of uncertain age] was trying to teach little Pat the names of the kings of England.

"When I was your age," she said, reproachfully, "I could repeat the names of the kings backwards and forwards."

"I don't doubt that, miss," said little Pat; "but when you was my age there wasn't so many kings."—Irish Weekly Times.

### FIRE AT MT. PLEASANT CAUSES SMALL DAMAGE

Starts in Waste Paper Basket  
Occupied by Two College

Students

—Headlines in an Iowa paper.

### Weather and Climate

Teachers in high schools and preparatory schools are making it more and more a practice to send their pupils into the busy world in the hope that seeing how a thing is done will impress upon their minds the lessons learned at school. A group of high school girls making such a trip recently called at an office of the United States Weather Bureau.

After the forecaster in charge had explained the workings of the office, a miss of 16 faced him, pencil and paper in hand.

"Please sir," she asked, "just what is the difference between weather and climate?"

"Hum—ah—of course—well—now weather, weather is—ah—the meteorological condition of a given place at a given time."

"Oh, that's splendid. Now climate."

"Climate, yes, just so; climate is the meteorological condition of a given place over an extended period of time. Whew! Is that clear?"

"Perfectly. Thank you sir."—N. Y. Times.

### Seeking Knowledge

Teacher—Does your father take any interest in your school work, David?

David—Since I've been studying chemistry he sometimes asks me questions about the home-brew.



A HELPING HAND!  
—Cassell, in N. Y. World.



### TRADE PUBLICATIONS

**Issue School Building Pamphlets.** Under the title of "Ideals of Service," the American Seating Company, of Chicago, has issued a pamphlet illustrating the modern type of furniture installed in the new Sunset high school at Dallas, Tex. The equipment includes classroom desks and seats, lecture room chairs, auditorium chairs, gymnasium equipment, domestic science and cafeteria furniture.

The firm has issued another pamphlet under the title of "The Modern Schoolhouse and Its Equipment," illustrating the plans and equipment for the new high school at Patchogue, N. Y. The equipment includes standard adjustable classroom desks and seats, and opera seating for the auditorium.

Good school equipment represents an investment for posterity and the American Seating Company's products have been selected for the Nation's better schools. They represent a standard of excellence in school-desk construction that should be extended to all schools.

**Dixon Issues 1926 Catalog.** The pencil department of the Joseph Dixon Crucible Co., of Jersey City, N. J., has just issued the 1926 edition of its school catalog, entitled "Dixon School Pencils for Drawing and Writing."

The catalog has been prepared with a view of making it easy for all those who sell or specify the Dixon school line, to sell more effectively. It contains information concerning the uses of the Dixon school line along the line of an encyclopedia. The information is grouped, indexed, illustrated, and arranged in such a manner as to make it simple and easy to use as a reference. The booklet takes on the appearance of elegance, which is due to the numerous art plates which have been included. It has been highly commended by the trade because of its beauty and simplicity.

School authorities who are interested may obtain a copy of the booklet by writing to the Dixon Company, at Jersey City, N. J.

**Catalog of Playground Apparatus.** The Mitchell Mfg. Co., of Milwaukee, Wis., has issued a 24-page catalog on "Better-Built Playground Apparatus," for schools.

The purpose of the catalog is to offer a variety of play apparatus featuring only those devices which are least dangerous for school children. It lists and describes such features as jumping bars, center mast and chair swings, flag poles, horizontal ladders, swing-a-rounds, kiddie swings, lawn seats, merry whirls, porch swings, teeter totters, slides, swing bobs, traveling rings and water slides.

The catalog illustrates a number of pipe fittings and top bearing details for playground devices showing the sturdy construction and strong connecting parts, making for a safe and satisfactory playground.

The Mitchell Company has been engaged in the manufacture of various kinds of equipment for thirty years, and the products of the firm are built to give years of service. School authorities who are interested in playground equipment may obtain a copy of the catalog by addressing the Mitchell Mfg. Co., at Milwaukee, Wis.

**Issue Furniture Catalog.** The Columbia School Supply Co., of Indianapolis, Ind., has issued a new school furniture catalog showing the complete line of Columbia sani-steel furniture manufactured by the company. The catalog illustrates and describes school desks, tablet arm chairs, movable and adjustable chairs, auditorium seats, teachers' desks, bookcases, laboratory tables, kitchen cabinets and domestic science tables, and steel adjustable workbenches.

The Columbia School Supply Company produced the first steel frame school desk twenty years ago and ten years ago they announced the first steel frame movable type of chair desk. During 1915 the firm shipped more than 50,000 steel frame movable desks and tablet arm chairs to the best schools of America. The firm is constantly enlarging and improving its various lines of school furniture for the benefit of the school purchasing field.

**A Catalog of Sanymetal Products.** The Sany-metal Products Co., of Cleveland, O., has issued its new Catalog No. 15, illustrating its "sany-metal" products for toilet partitions, dressing rooms and showers, also metal wainscot and toilet room hardware.

The catalog gives the standard stock sizes of partitions and doors for the benefit of architects and engineers, also the details of construction for the ventless toilet, and toilet with vent, and a typical plan for showers and dressing room. It is noteworthy that the partitions are all of the heavy duty, durable type especially adapted to school use.

The catalog lists and describes a line of toilet hardware and gravity roller hinges. Information concerning any of the items listed may be obtained by writing to the Sanymetal Products Company at Cleveland.

**Issue School Furniture Catalog.** The Standard School Equipment Co., of Louisville, Ky., has issued a very suggestive school furniture catalog, showing not only its standard line of furniture but also additional patterns and recent improvements on furniture manufactured by the firm.

The catalog lists and describes desks, tables, bookcases, cabinets, dictionary holders, chairs, stools, and rest room furniture.

The firm makes a specialty of correct school seating and has made a reputation for itself because of the quality, service and cooperation which it has extended in meeting the demand for modern and efficient school furniture. The standard line put out by the firm combines both quality and durability and each piece is guaranteed to withstand the hardest usages due to their rigid and sturdy construction.

Information concerning "standard" school furniture may be obtained by writing to the Standard School Equipment Co., at Louisville, Ky.

### NEW TRADE PRODUCTS

**New Portable Saw.** The J. D. Wallace Company, of Chicago, Ill., has announced a new portable universal saw as the latest addition to the company's line of popular portable woodworking machines.

The saw is a portable type of universal machine, combining the advantages of the portable bench machine and the self-contained floor type. The one-way castors make it easy to move from one department to another and it is perfectly rigid in operation. When it is desired to take the saw out of a job, and it is not convenient to take the regular cast iron stand, the saw may be taken out of its base, and placed on any substantial wood stand.

The Wallace portable universal saw is equipped with a 1 h. p. three-phase motor. It has great cutting capacity with precision accuracy; and a large size table with a capacity of 12"x2 1/4" between blade and fence.

A speed air-cooled motor is directly geared to the saw spindle, eliminating belts and attendant troubles. Ball bearings on the motor are provided with an adjustment for taking up any play. Saw spindle bearings and gears are automatically lubricated by a splash oil system.

The motor operates on light or power circuits and is started and stopped by a toggle switch on the motor itself.

The machine is designed to handle the smallest and most delicate work accurately, safely and quickly, yet is rugged and powerful enough to cut stock rapidly. Two cross-cut fences are provided so that right or left hand mitering up to 50 degrees can be done, the angle being indicated on a degree plate located on each fence. The saw blade above the table is protected by an automatic shutter guard. The saw below the table is protected by a fixed cage guard.

Information concerning the Wallace portable saw may be obtained by writing to the Wallace Company, at 134 S. California Ave., Chicago, Ill.

**American Crayon Company Enlarges Facilities.** The American Crayon Co., of Sandusky, O., has purchased the entire plant of the Standard Ink Co., located at Minneapolis. The plant will be moved to Sandusky, where it will be given over to the manufacture of "Permex," a superior writing fluid in paste form, which has lately been added to the firm's line of school supplies.

**Change in Location.** The Graybar Electric Company of New York City has announced the transfer of its Residence office from 263 Harris Avenue to 194-196 Richmond Street.